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BULLETIN TO THE SCHOOLS

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Education dept

March 1958

VOLUME 44
NUMBER 7

THE UNIVERSITY OF THE STATE OF NEW YORK

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University

With years when terms expire

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COVER PICTURE: Morning in the Park. This picture, taken by Harry Eisenberg, 15, of the Bronx, who was a 10th grade student at the School of Industrial Art in New York City, received a $50 special award in the 1957 National High School Photograph Awards sponsored annually by the Eastman Kodak Company, through whose courtesy the picture is reproduced here.

THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

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The University of the State of New York

Bulletin to the Schools

VOLUME 44 MARCH 1958 NUMBER 7

Regents Propose State Aid Increase

Statement Lists Basic Reasons for Recommending Rise of $78 Million for Schools of State

A RAISE OF OVER $78 MILLION IN STATE aid for New York schools in order to provide the essential educational needs for the children and youth of the State was proposed by the Board of Regents at its January meeting.

A Regents statement on "A Financial Program for Maintaining and Improving the Quality of Elementary and Secondary Education" reviews the contemporary fiscal situation of the State educational system and proposes five specific changes in the allocation of State aid.

The Regents proposals would provide $62,207,000 more in State aid through the foundation program, with formula changes to add $15,743,000 for changes in high school weighting, $12,709,000 for changes in average daily attendance computation, and $33,750,000 for a 7½ percent increase in dollar defined items in the formula.

Also, the Regents propose $10,069,000 for assistance for high tax rate districts, $1,000,000 for sharing costs of educational leadership, $100,000 for transportation aid and $4,880,000 for construction aid.

The Regents cited four basic reasons justifying their recommendations which they deem necessary if the equality and competence of educational opportunity in this State are not to diminish. These considerations include:

1. **The purchasing power of the dollars spent for education continues to shrink. It takes 14 percent more dollars to provide educational services today comparable to those purchased in 1956, due primarily to the general rise of salaries for professionally trained people.**

2. **There will be increasing danger of diminishing, or even inhibiting altogether, the willingness of localities even to consider proposals to improve and strengthen educational services to the extent that real property taxes are almost exclusively relied upon locally for meeting the increased cost of education.**

3. **The Regents and the Education Department, responding to State and National needs, recently called upon schools to teach more and to teach it better. To the extent that the people of the State expect education of greater depth and scope, differentiated by the varying talents of students, the State itself must be willing to provide some of the money necessary for improving the quality of performance.**

4. **In the operation of the present State aid laws, certain inequities in the treatment of school districts have been identified; these should be removed as quickly as possible.**

The Regents outlined their recommendations as follows:

1. **Bring the foundation aid program up to the level of 1956 by increasing the dollar amount for such aid in direct compensation for inflationary effects. So that other principles and purposes may be served simultaneously, it is proposed that this adjustment be made by a combination of three devices:**

a. **Increase the extra weighting from 1.25 to 1.3 for high school students in the foundation formula in order to accommodate actual spending plans of school systems and increased emphasis now being recommended by the State for talent identification and for the teaching of the sciences, mathematics and technology.**

b. **Permit districts to use a combination of attendance-reporting periods (the four best out of eight) to determine, for State aid purposes, an average daily attendance instead of using all the days schools are open. This change, combined with a penalty clause for districts keeping school open less than a specified number of days, should remove the present premium for closing school when poor attendance is predicted.**

c. **Increase the dollar-defined items in the present foundation formula by a percentage (7½ percent), so that these three adjustments, taken together, will have the effect of raising foundation aid to school districts by 14 percent.**

2. **Provide relief for the high tax rate districts of the State which, in many instances, are bearing by local taxes the entire extra costs of providing highly competent programs and exemplary leadership in educational improvement. This can be accomplished by an alternate foundation formula available to districts of high tax rate and fiscal performance.**

3. **Provide an appropriation for improvement grants, on a sharing basis, for distribution to school systems to encourage experimentation (*a*) in better methods for increasing the depth and scope of the teaching of science and mathematics at all grade levels, and (*b*) in providing special opportunities for the education of talented pupils. State aid can and should be used as a method for encouraging school districts to seek new ways to increase their educational competence and the quality of their programs.**

(This same proposal was included in Regents Proposals on Science and Mathematics issued December 30 and the moneys are provided for in the Governor's proposed budget.)

4. **Simplify the determination of transportation aid and increase the equity with which it is distributed.**

5. **Make school construction aid available to a greater number and variety of hard-pressed districts, thus increasing the State's responsibility for accelerating the erection of needed school facilities.**

The Regents estimate the foregoing proposals will cost approximately $78 million of which 43 percent, or approximately $34 million, would be expended during the fiscal year 1958–59.

In unanimously approving this proposed program, the Regents also were concerned with the task of paying for the program. Their statement says:

> The tasks of education today are so great that regardless of the increased assistance provided by the State, they can be accomplished only by the exercise of sound economy. The ultimate responsibility for both the quality and the efficiency of educational service rests locally with the citizens of the State. The Regents urge local school authorities to review, vigorously, their school budgets and keep costs at the lowest possible level consistent with the maintenance of high quality.
>
> The Regents appreciate that inherent in their proposals are added responsibilities for the taxpayers of this State. They are fully aware that increased taxes may be necessary. Once again the Regents deem the program proposed essential to provide for the educational needs of our children and our youth.
>
> The Regents believe that the time has come when the American people must devote an increased proportion of their income to educational purposes. They are confident that the people of this State, weighing both need and cost, will again furnish the needed support for an education appropriate to our times.

Jobs with Girl Scouts

Teachers interested in summer jobs as counselors at camps operated by nearly 650 Girl Scout councils from coast to coast should write to Miss Fanchon Hamilton, Recruitment and Referral Adviser, Girl Scouts of the U. S. A., 830 Third Avenue, New York 22.

GROUND-BREAKING CEREMONIES. Left to right, Chancellor John F. Brosnan of the Board of Regents, Governor Averell Harriman and Commissioner Allen.

Ground Broken for New Building

AGAINST THE BACKDROP OF A POWER SHOVEL and a bulldozer, Governor Averell Harriman, Chancellor John F. Brosnan and Dr. James E. Allen, Jr., Commissioner of Education, broke the first ground for the new 10-story addition to the State Education Building in Albany on January 24, 1958, at 10:15 a. m.

The entire Board of Regents, all officials of the State Education Department and representatives of other State Government agencies concerned with planning and constructing the building were joined by staff members of the Department and by the

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public to observe the ceremonies. Well-wrapped against the bitter cold of the morning but with a bright sun illuminating the proceedings, the crowd formed a circle around the principal participants.

A microphone and loudspeaker carried the words of the three speakers to the immediate audience and to hundreds of staff members of the State Education Department who chose to watch the proceedings from windows in the Education Building, where they could keep warm. A tape recording was made of the historic occasion, while photographers captured the event on film.

After the three speakers had finished, three identical shovels were handed them and they dug into the earth in approximately the center of the lot on which the new building is to be erected. The area had been swept clear of snow and the ground prepared for the ground-breaking operations.

The Governor arrived at the northwest end of the building to be greeted by Vice Chancellor Edgar W. Couper and Regent Alexander J. Allan, Jr. After meeting the Chancellor and the Commissioner and other members of the Board of Regents in the Commissioner's office, the group walked outside and around the back of the present building to the site of the new structure.

The site is an area east of the present building, previously landscaped and criss-crossed by concrete walks. When the new structure is completed, it will house the many units of the Department which now are forced to rent office space at a number of locations in the downtown area of the city of Albany. The cost of the new structure will be about $5 million.

BIRD'S-EYE VIEW of ground-breaking ceremonies for the new addition to the State Education Building in Albany. Picture shows the crowd which braved the cold winds in the center of the former park that is the site of the new structure. The speaker on the raised platform to the left of the dark patch of ground is Commissioner Allen.

Chancellor Brosnan, in opening the ceremonies, declared:

This is a memorable hour for the Regents. At long last a dream which we have had for many years starts upon the path of reality. At long last the divisions of our Department now spread over the city in many locations will be gathered in one spot, thus increasing the efficiency and the effectiveness of the educational work to which we are dedicated.

We are happy to have so many of our friends with us, but we are particularly happy to have his Excellency the Governor. He has been a tremendous support to us in turning our dream into reality. Now busy and burdened as he is, he comes here to grace this occasion. Be assured, Governor Harriman, that the Regents, the Commissioner of Education and the members of the Department appreciate and thank you for your continued, most helpful and most heartening support of us and our work.

From the soil we now turn will rise a splendid building to join with our present building, now in its 46th year, as twin temples from which will go forth to the city and to the world the policies of the Regents of The University of the State of New York.

The policy which will lead all the institutions of learning of this State, public and private, to subordinate purely selfish interests and to work together in unity and in harmony to give to our children and our youth the birthright which is theirs as citizens of the Empire State, the birthright of being accorded the best, the very best in physical, mental and moral education.

The policy which will awaken in our fellow citizens a revivification of the courageous faith of their pioneer ancestors so that they will be ready and willing to make any sacrifices, whether of time or talents or resources, which may be required to insure the attainment of the educational objectives so essential to the welfare of their children and their country.

The policy which will train up our children and our youth in loyalty to their American heritage so that thus they will find the answers to the serious challenge of the Soviet's satellites and the more serious challenge of Little Rock.

We are confident that our policies will be changed into effective action — not because of

our words or our wisdom, but because of the common sense, the native shrewdness, the fundamental decency, the intellectual honesty and the moral and spiritual fiber which by and large permeate and dominate the great mass of the American people.

We may rest assured that they will go forward to keep their rendezvous with destiny, serene in the knowledge that because of educational opportunities offered and accepted, they are prepared and able to achieve the victories whether of peace or of war and secure in the certainty that this Nation, under God, shall not perish from the earth.

Next to speak was Commissioner Allen, whose remarks follow:

This is a thrilling and exhilarating day for me and my fellow workers in the State Education Department. The ground breaking for this new wing seems to bring very close the realization of our long-awaited dream of being once more together.

Our joy on this occasion arises not merely from the prospect of being reunited as a working family, but also from the hope that, reunited, we shall be able to render greater and more efficient service in the performance of our duties to the people of New York State.

These are times when all who work in education are being called upon for greater efforts and leadership. These are times when each day's events seem to emphasize anew the role of education in preserving and strengthening our democratic society. If we are to meet the challenges which face all of us and take advantage of our opportunities, we shall need full and constant support of many kinds.

The support given education in the past by our government leaders and by the people gives us assurance that the support needed in the future will be forthcoming.

To Governor Harriman, whose interest and approval have done so much to make possible this ceremony, to the Legislature, to the State Architect, the Department of Public Works and the many other State officials involved, to the members of the Governing Board of the State Teachers Retirement System and to the people of the State go our sincere gratitude.

As this ground is broken, I pledge on behalf of the members of the Department and all those who serve in the great educational system of our State our best efforts to extend to all of the people improved educational opportunities for themselves and their children.

Governor Harriman's remarks follow:

Mr. Chancellor, members of the Board of Regents, and staff employees of the State Education Department, I am going to make this very brief.

I see so many ladies here today it makes me realize that the women are those that support our educational program with the greatest enthusiasm, and I want to thank you for it. Or maybe the ladies are more stalwart than the men; I am glad to see you here.

I want to express my appreciation to the Department of Public Works. I see they have turned over some of the soil so I will be able to perform this ground breaking without a pickax.

This building, the Education Building, was the first building in the United States that was dedicated solely to education. That is an interesting thing to remember. It was dedicated in 1912 by Governor Benjamin B. Odell, Jr. It so happens that Benjamin Odell was the only other resident of Orange County who became Governor, and that shows what a wonderful county Orange County is.

But, I will turn back the pages of history. We discover that in 1912 there was an enormous budget for education in the State, six million dollars. I am going to give you a figure that you will see in the budget considered for presentation to the Legislature on Monday, and you will find that it is a total of 656 million for education. That is quite an increase, even over a period of 50 years.

There is another interesting aspect to it. Since I have been Governor, we have increased State aid to local communities by a total of 233 million dollars or 70 percent. That indicates the added responsibility the State has taken to assist in this.

But the heart of it all is right here in Albany, the direction of it, and the splendid Board of Regents, the Chancellor and the Commissioner of Education, and you men and women in the Department here at Albany.

I was glad to be able to approve this building. There was some thought it should be divided by having this building on the Campus.* That is a fine place to be, but it is good that you will be all here together. And I am glad that you will all move out of these

* The Campus refers to the 400-acre State development on the outskirts of Albany where buildings are being erected to house many State operations.

other buildings where you freeze in the winter and bake in the summer. The new building will be air-conditioned, I am told. Your all being here together will result in greater efficiency and more centralized direction.

There is some discussion about the new architecture. We all agreed that the old architecture was not functional, but, in any event, the new will be. Don't let anybody tell you that it will offend the eye. Those of you who have been to Paris will know that a skillful architect can meld together the various changes in architectural design.

I think ours is a place where everyone should look and see that, through the centuries, the different architecture has been blended together and I am satisfied that with the skill of our architects we will find this building will not only be functional and a satisfactory place for all of you to work in, but also will be adding to the beauty of this great center of State government.

With that, I think we should proceed with the ceremonies of breaking the ground. I want to thank you all for coming and lending to us, the Chancellor, the Commissioner, your support in this difficult task of breaking of the ground.

47 Years' Change in State Education

IN CONNECTION WITH THE GROUND-BREAKING ceremonies marking the beginning of the new addition to the State Education Building in Albany, one of the historical-minded members of the Department staff compiled the following list of comparisons, showing the differences between the situation in 1911 when ground was broken for the 36-columned, present State Education Building:

THEN — 1911		NOW — 1958
320	Employees in New York State Education Department	1,821
1,489,612	Attendance at Public Schools	3,481,000
10,853	Attendance at Normal Schools and Teacher Training Classes (Now Colleges for Teachers)	16,180
40,918	Attendance at College	374,000
43,305	Public School Teachers and Professional Staff	115,700
4,789	Faculty Members in Institutions of Higher Learning	27,500
12,437	Graduates of Secondary Schools (Graduates of Public High Schools)	126,000
3,069	Graduates of Normal Schools and Teacher Training Classes (June 1957 Bachelor and Master Degree Recipients in 11 State Colleges for Teachers, 2,234 and 321 respectively)	2,555
$201,387,606	Estimated Value of Public School Property	$3,000,000,000+
$58,060,572	Expenditures for Public School Operation	$1,100,000,000+
$849,567	Expenditures for Teacher Training	$14,500,000
$36,169,810	Expenditures for Teachers' Salaries in Public Schools	$559,910,865
11,777	Number of School Districts	1,481
35	Degree-Conferring Colleges and Universities	160
484	Public Libraries	688
$839	Estimated Average Salary for Teachers and Professional Staff in Public Schools	$5,857

Quality in Education Subject of Report

COMMISSIONER ALLEN HAS ANNOUNCED a summary of the report on "Improving the Quality of Education in New York State" prepared by a group of 17 outstanding educational administrators, teachers and citizens of New York State, listed in the February issue of THE BULLETIN TO THE SCHOOLS.

The Advisory Committee to the Commissioner was named last November to explore what could be done to improve the quality of education in the State by making more efficient use of available teaching personnel and school buildings. The committee chairman was Dr. Franklyn S. Barry, superintendent of schools in Cortland.

In making public the committee findings Commissioner Allen said:

> With the needs and costs of education constantly expanding, educational leaders and school board members are increasingly concerned to see that the people of the State receive the maximum educational return for their investment in the schools. With this in mind, the Regents and the Education Department have been studying all possible means of obtaining maximum use of all available resources.
>
> To obtain suggestions from practical school officials, I appointed last November a committee of able and experienced persons and asked that they draw up a series of practices and recommendations which might be helpful in achieving this purpose. The committee is to be commended for this important contribution to a rapid appraisal of these problems.

In its own summary, the committee said:

> As a Nation we have come to accept education as essential to the preservation of our freedoms. Our schools have served us well. In recent years, however, we have taken the schools for granted and allowed deterioration at a time when certain other nations were investing increasingly larger proportions of their national income in the education of their people.
>
> Today the very survival of the Nation is closely linked with the quality of education provided for our citizens. Therefore, we urgently recommend that radical steps be taken at the local, State and National levels to assure an immediate upgrading of the amount and quality of schooling at the elementary, secondary, college and university levels. To do this requires initiative, imagination, financial resources and a great deal of determination on the part of the teaching profession, the lay citizens, the Legislature and the taxpayers. Failure to accept this challenge is to jeopardize our survival as a Nation of free men. We call upon every citizen to examine carefully these recommendations and determine for himself exactly how he may share in this vital undertaking.

The highlights of the committee's recommendations are:

1. Greater flexibility in the allocation of teacher's time and school facilities to make more effective available human and physical resources

2. Earlier identification of the talented through intensified pupil personnel services

3. Increased inservice education of teachers during the regular school year and summers, with special emphasis in the area of science and mathematics

4. To provide added time and energy for instruction, teachers should be relieved of many routine duties by the use of aides and automatic devices

5. A school year of 190 days for actual teaching, and tuition-free summer sessions for purposes of acceleration

6. A professionally qualified science coordinator for every school system to supervise all levels of science instruction, with special emphasis in the elementary area

7. The State Education Department should take the lead in organizing workshops throughout the State to accelerate the diffusion of best practices in education.

8. Greater utilization by the schools of resources now available in local industry and

business. This involvement will create greater public support for education, and tend to vitalize school programs.

9. The continued reorganization of school districts to attain the optimum size for the best educational program

10. Leadership and financial support by the State to encourage educational research and experimentation

11. Every effort, especially the provision of adequate salaries, should be made to attract the most capable persons into the teaching profession.

The report also concerned itself with improving instruction and operation of schools in the State.

Colleges in the State were called upon to provide master teaching by master teachers as an important step in better preparing new classroom teachers.

Although the committee recognized the cost of providing more classrooms and of hiring more teachers, its opinion was that such costs are justified through better education and better utilization of personnel and facilities. Flexibility of programming was one point of discussion along with greater authority and responsibility at the local level in determining strictly administrative decisions.

A separate part of the report dealt with with "A Program To Improve the Education of Talented Youth" and included recommendations for committees of consultants to provide liaison between all interested agencies in this field.

As a supplement, the committee delved into the problem of "The Small School" by recognizing that "many students of superior ability live in sparsely populated areas serviced by small schools." Its recommendation was continued study in an effort to arrive at a desirable solution for such talented pupils in these schools who need specialized training.

Merit Programs for Teachers Studied

DESPITE THE SHARP CONTROVERSY OVER the desirability of using quality of service as a basis for the compensation of teachers, a substantial number of school districts in New York State continue to incorporate so-called merit provisions into their salary schedules. A questionnaire was recently mailed by the Division of Research to 1,000 school districts asking for information on current policies in regard to salaries based on merit classifications.

Of the 703 school districts reporting, about 150 school systems offered rewards for quality of service, and some 93 districts had merit plans under study. On the other hand, about 40 school districts had discarded in the past five years their merit arrangements after a period of experimentation.

By
THEODORE BIENENSTOK
Associate Sociologist, Division of Research

Plans for recognizing quality of service come in many forms and great diversity of detail. The most commonly used mechanism to implement the merit principle is the superior-service maximum, that is, a higher than normal maximum salary. Other devices such as larger than normal annual increments or supplemental increments below the normal maximum (acceleration), special salary classes for meritorious teachers and yearly bonus payments are found less frequently.

Procedures for determining meritorious service for salary purposes also differ

widely. At the one extreme, there are formal evaluation plans with well-specified criteria of merit and complex rating schemes. At the other extreme, the local boards of education may have simply policies for granting merit increments at their discretion without resorting to formalized evaluation procedures. Finally, the quality of teaching service is rewarded by some schools early in a teacher's career, by most schools after completion of 10-15 years of service, and by a few districts just before a teacher's retirement. The justification for this variety of arrangements is not apparent, nor can it be readily inferred from the available information.

Data supplied by school administrators made it possible to determine how authorized merit provisions were put into effect. Of the 150 school systems originally identified as having nonautomatic salary arrangements, 113 replied to a followup questionnaire. Of this number, 70 school districts, or 62 percent, were actually paying merit salary rewards to their teachers during the school year 1957–58. In 26 school districts, or 23 percent, the authorized merit provisions remained without effect because of frequent general salary increases, lack of agreement on merit standards or failure to establish a procedure for implementation. Seventeen school districts, or 15 percent of the total, were still waiting for teachers to reach the normal maximum that would make them eligible for merit increments.

The proportion of the total number of teachers receiving merit rewards in the 70 school districts reporting actual nonautomatic salary payments is shown below.

More than one-half of the districts with nonautomatic salary arrangements rewarded, by merit increments, between 1 and 19 percent of their entire teaching staffs. In one-third of such districts the proportion of teachers so rewarded varied between 20 and 50 percent of their respective staffs. Ten districts, or 14 percent of the total, granted merit increments to 50 percent or more of their teaching staffs.

School administrators in the 40 districts which recently dropped the merit plan were asked to list the reasons for the discontinuance of merit provisions. Of the 37 replies, almost 60 percent listed as the three main reasons: (1) substandard base salaries, (2) opposition of teachers and (3) inadequate criteria of merit. Some administrators mentioned also such negative factors as the extra load of administrative supervision, disagreement among raters, cost of a merit plan and discussion of individual salaries in the community.

Percent of Teaching Staff Receiving Merit Rewards

PERCENT OF ALL TEACHERS RECEIVING MERIT AWARDS	TOTAL NUMBER OF DISTRICTS REPORTING	NUMBER OF DISTRICTS AUTHORIZING		
		SUPERIOR SERVICE MAXIMUM	SUPERIOR SERVICE MAXIMUM AND ACCELERATION	SPECIAL MERIT SALARY CLASSES
0.1 — 9.9	19	17	2	—
10.0 — 19.9	19	15	3	1
20.0 — 29.9	13	8	5	—
30.0 — 39.9	5	4	—	1
40.0 — 49.9	4	3	1	—
50.0 — 59.9	6	1	2	3
60.0 or more	4	—	4	—
Total	70	48	17	5

COMMISSIONER ALLEN, left, looks on as Governor Harriman accepts an "Award of Excellence" for the State of New York for the outstanding record compiled in the 10th Annual National High School Driver Education Award Program. Presenting the placque is William H. Franey, for the Association of Casualty and Surety Companies, sponsor of the program. Also taking part is Joseph P. Kelly, right, Commissioner of Motor Vehicles. This marked the second consecutive year the high schools of the State won the highest award in the countrywide program. Commenting on progress being made in New York State in high school driver training, Mr. Franey said that in the 1956–57 school year 96 percent of the potential driver education schools in the State took part in the program with over 107,000 students enrolled.

Curriculum Development Aids Teaching

By
HELEN HAY HEYL
Chief, Bureau of Elementary Curriculum Development

IN CONNECTION WITH THE DEPARTMENT'S program for instructional improvements in the schools, Walter A. Crewson, Associate Commissioner of Education for Elementary, Secondary and Adult Education, recently called attention to 10 elements of an adequate local program. Of those items, seven apply directly to curriculum development. In substance, these are:

1. **Organization of a local curriculum council, with subcommittees working under its sponsorship**
2. **Development by the elementary school staff in each school system of a working concept of the curriculum**
3. **Involvement of lay citizens in curriculum development in well thought-out ways (Some may participate in the Curriculum Council.)**
4. **A program of inservice education provided for the local teachers**

5. **Production and use of local curriculum materials**
6. **Development of a system of program evaluation through the local curriculum council**
7. **A budget for instructional and curriculum development to be included in each school's budget**

Mr. Crewson concluded his statement with these words: "The best school systems everywhere are showing evidences of leadership in all of the areas mentioned."

In New York State the local school authorities and the State Education Department recognize a joint responsibility for the curriculum. The State, with the help of advisory committees and the participation of supervisors, elementary school principals and other school personnel, has responsibility for developing an overall State curriculum framework and for supervising its administration. Within these basic recommendations, local school systems are free to make such adaptations to their local needs as they may feel are desirable, and elementary schools are encouraged to do so.

Local Schools at Work on Curriculum

How, then do elementary schools work out programs adapted to their own communities? There are many methods in use. Briefly, teachers, supervisors and administrators first study the basic State framework and the educational needs of the children in their schools. A study of children is always an excellent point of beginning for curriculum change. Perhaps those responsible will together examine and review courses from other local communities. They will almost certainly make a study of the literature. At some point, they must make choices within the various areas of emphasis. They will consult, of course, with their board of education and local parent groups, explaining their proposals for change in the program before putting it into effect. They will try out their decisions in classrooms. Then, they will write up their courses of study, units or proposed plans to the Curriculum Bureau of the Division of Elementary Education. In general, the local materials submitted have been found to be well adjusted to emphasize the particular educational needs of the community.

Where the local process functions well, it has usually been found that there is a local systemwide curriculum council, serving under the leadership of the local director or supervisor of elementary education and coordinating the work of a number of working curriculum committees. Some of these working committees include parent advisers. They are organized in many ways — sometimes by grades, sometimes by the subjects under consideration. Perhaps kindergarten teachers and first and second grade teachers will plan together; or fifth and sixth grade teachers will form a planning group. Sometimes a committee may be organized by a subject area, including teachers from kindergarten through grade 6.

What Factors Facilitate Local Curriculum Development? Which Are Handicapping?

It is obvious that if elementary schools are to engage wholeheartedly in projects for curriculum improvement, facilities and work centers must be available.

Today, most elementary schools have good duplicating equipment available. Probably, more than 60 percent of our elementary schools have well-organized, cataloged files of pictures, maps, pamphlets, bibliographies and lists of local resources and people who could contribute to the instructional program. A number of school systems maintain curriculum workrooms. A substantial library of professional books is usually available. Provision of budgetary items for curriculum work, local workshops, college courses, study groups, demonstrations and help from nearby colleges and universities are

HELPFUL RESOURCES for curriculum committees

all facilitating factors. At present, more than half of the cities, villages and supervisory districts of the State are at work on some phase of local curriculum development.

Stenographic help for curriculum work is generally less available than the other facilities mentioned above and is greatly needed. The most frequently mentioned obstacle to local curriculum development, pointed out by elementary principals and supervisors in New York State several years ago when the Department conducted an inquiry on the matter, was lack of time. "There is no time in the day," said the reports from 28 cities, 24 villages and 66 supervisory districts, "when teachers can get together for curriculum work. Moreover, with heavy teaching loads, scattered buildings, large classes, double sessions, two or more grades to a teacher and an already 'crowded curriculum,' teachers are too tired to work on curriculum problems after school."

An even greater obstacle, however, appears to be lack of leadership. It is interesting to note that, in the same inquiry referred to, there is apparently no relationship between the obstacles reported by an elementary school principal or supervisor and the number and kinds of curriculum improvement projects under way. In some cases where no obstacles were reported there were also no projects under way; whereas on the other hand, many ambitious programs of curriculum development were in operation in spite of the obstacles that were reported. Moreover, at present, 588 different curriculum improvement projects are in progress in our elementary schools.

Curriculum committees from all sections of the State come to the Division of Elementary Education for consultation on local curriculum problems and to utilize the resources of the Elementary Curriculum Bureau. As this article is being written a committee composed of a director of elementary education, an elementary school principal and two classroom teachers from one of the cities on Long Island are in conference around a worktable in that center.

If the group comes from a school system that is just beginning to work on a local program, a member of the curriculum staff talks over with the group what the program has been in that school, the reasons for change, the steps in the process and the basic framework. The committee looks over courses prepared by other schools. If their own work is about to be centered on a program for elementary school science, for example, they may examine such materials as the *Handbook for Science Explorers* issued by the Williamsville Central School; the Floral Park courses in science; the *Trial Units in Science* for elementary schools prepared by the city of Syracuse; *Science for Today's Children* from Niagara Falls, or the local courses of study from Vestal, Liverpool or Valley Stream. The committee will probably examine the fine textbook collection maintained in the Curriculum Bureau of the Division, the reference materials, maps, globes, manipulative and other current materials. Then a followup is mapped out. It may be chiefly by correspondence or by a series of field visits by members of the Division's staff.

Keeping in constant and close touch with supervisors and local curriculum committees in this way makes it possible for elementary education to develop programs better suited to the children in the local schools of the State. Likewise it facilitates the work of the Division in serving as a clearinghouse for local curriculum development for elementary schools.

It also permits interpretation to local schools of elementary school curriculum materials issued by the Division of Elementary Education and guidance by the staff in introducing new programs to the elementary schools. It offers an additional way, to others using it, of exerting leadership.

Review of School Calendars Urged

COMMISSIONER ALLEN HAS CALLED UPON the public schools of New York State to review their school calendars and to take all possible steps to see that pupils are not denied educational opportunity and experience because of days lost by the flu epidemic and other factors beyond the students' control.

The Education Law requires that public schools maintain a minimum school year of 190 days inclusive of legal holidays and other exceptions specifically allowed by statute.

In a letter to all city, village and district superintendents of schools and all supervising principals, Dr. Allen expressed concern over the days lost by absences and school closings and stated the official view of the Education Department is that these absences must not be allowed to prevent pupils from getting the full program of instruction to which they are entitled by

law. The State program of education constitutes a foundation program of education supported by State aid so as to insure, insofar as possible, high quality and adequacy of educational opportunity for the children and youth of the State.

Dr. Allen recalled that the State Education Department had taken steps last October to make adjustments in this year's school attendance factors assuring districts that they will not be financially handicapped by loss of State aid because of the statewide epidemic.

The Commissioner also sent a copy of a staff memorandum outlining suggested practices for maintaining an adequate school year. Among these are:

1. Scheduling of school days in addition to the days originally provided by the school calendar

2. Conservation of available teaching time through elimination of interruptions and better scheduling of assembly programs and special events

3. Use of extended daily coverage of course material and extended homework assignments

4. Use of supplemental learning materials in the form of pupil study material, learning aids and prepared review material to extend the services of good teachers and to conserve classroom time

5. Arrangement of teacher schedules so as to permit a daily conference period that may be used for remedial and makeup work with individual pupils

6. Making up lost time by scheduling an extra period in the schoolday

7. In emergency cases, reducing the amount of time devoted to final examinations thus reserving more time for classroom teaching

ELEMENTARY SCIENCE COMMITTEE at work. Left to right: Dr. H. George Murphy, supervisor of elementary education, State Education Department; Dr. Alexander G. Major, associate professor of science, State University Teachers College at Potsdam; William Alexander, supervisor of elementary education, Lyons Falls; G. Berton Davis, supervisor of elementary grades, Malone; Merton Van Sant, director of elementary instruction, Gouverneur; Edgar H. Hendee, director of elementary education, Ogdensburg; Robert H. Johnstone, associate in elementary curriculum, State Education Department; Miss Helen Hay Heyl, Chief, Bureau of Elementary Curriculum Development, State Education Department; Mark B. Scurrah, associate in elementary curriculum, State Education Department; Dr. Elizabeth B. Carey, supervisor of elementary education, State Education Department; Dr. June E. Lewis, associate professor of science, State University Teachers College at Plattsburgh; Dr. William E. Young, Director, Division of Elementary Education, State Education Department.

More Effective Science Teaching Viewed

MORE EFFECTIVE TEACHING OF SCIENCE in the elementary school is the goal of a group of leading educators from Northern New York who met January 23 in Albany with members of the staff of the State Education Department to formulate plans for a spring conference on this important issue. The conference is to be at the Lake Placid Club on Tuesday and Wednesday, May 6–7, under the auspices of the Division of Elementary Education assisted by a committee representing the local school systems in the North Country.

Invitations to participate in the two-day conference will be sent to school superintendents, elementary school principals and supervisors in Clinton, Essex, Franklin, Hamilton, Herkimer, Jefferson, Lewis, Oswego, St. Lawrence, Warren and Washington Counties.

In general, the format of the conference will include a keynote address each morning by an outstanding authority in the field of science, followed by two sessions of work-study meetings. These work-study groups have been organized with coleaders selected from the staff of the Department and administrators from the local school systems with outstanding science personnel from colleges throughout the State serving as consultants. A carefully selected group of classroom teachers will present demonstrations and describe methods of teaching.

Each study group is planning its program around the same major topics: (1) the earth, its atmosphere and the universe; (2) living things; (3) physical and chemical forces and phenomena; (4) tools and materials for teaching science.

A general session on Wednesday afternoon will be the closing feature of the program.

Attending the Albany meeting were Clifford M. Berry, district superintendent of schools, third supervisory district, Franklin County; G. Berton Davis, superintendent of elementary grades, Malone; Earl B. French, district superintendent of schools, first supervisory district, Jefferson County; John W. Harrold, district superintendent of schools, second supervisory district, Clinton County; Edgar H. Hendee, director of elementary education, George Hall Junior High School, Ogdensburg; Dr. June Lewis, associate professor of science, State University Teachers College at Plattsburgh; Dr. Alexander G. Major, associate professor of science, State University Teachers College at Potsdam; Louise Reese, elementary grades supervisor, Malone; June Selby, supervisor of grades, Watertown; William Alexander, Lyons Falls, representing Howard G. Sackett, district superintendent of schools, sole supervisory district, Lewis County, and Merton Van Sant, director of elementary instruction, Gouverneur.

Another Milestone Recalled

Former District Superintendent M. Delos Goodrich of the Second District in Tioga County has called the attention of the State Education Department to an omission in the list of "Milestones in Education" which appeared with the illustrated calendar in the September issue of THE BULLETIN TO THE SCHOOLS. He points out that the year 1912 marked the entrance of district superintendents into the field in New York State, establishing the recognized contacts between the people and the State Education Department.

The editors of the BULLETIN are happy to receive this suggestion and to call attention to this significant date in the history of New York State education.

Teacher Recognition Day Group Formed

AT THE REQUEST OF COMMISSIONER Allen, an invitation has been sent by Walter Crewson, Associate Commissioner for Elementary, Secondary and Adult Education, to the presiding officers of 22 statewide organizations, inviting their participation on a State Committee for Teacher Recognition Day. In his invitation, Mr. Crewson briefly explained the background of the annual event.

> For the fourth consecutive year Governor Harriman is planning to designate a day in May as Teacher Recognition Day. It is his hope that all citizens of the State will join with him in honoring and in expressing appreciation to the thousands of devoted teachers who are working each day with our young people. The Education Department is again most happy to cooperate with the Executive Department in this effort to insure for teaching widespread public recognition of its vital professional function in the world today.

The State Committee for Teacher Recognition Day will include representatives of educational, labor, farm, business, religious and civic organizations. A meeting has been scheduled in the Education Building in Albany on March 17. Plans will then be developed whereby all communities will be aided and encouraged in planning significant activity in the recognition and stimulation of excellent teaching.

Working with Associate Commissioner Crewson in connection with the Education Department's participation in Teacher Recognition Day, is a Department Committee composed of Arthur F. Jones, associate in school business management, chairman; Ronald P. Daly, supervisor of elementary education; Helen H. Heyl, Chief of the Bureau of Elementary Curriculum Development; Vincent J. Popolizio, supervisor of art education; Gordon E. Van Hooft, Chief of the Bureau of Secondary Curriculum Development, and Myra deH. Woodruff, Chief of the Bureau of Child Development and Parent Education.

As in the past, school boards and chief school administrators will be provided with a copy of the Governor's proclamation on Teacher Recognition Day, as well as with suggestions for local observances.

Many New York State communities honored their teachers in 1957 with a wide variety of events. It is the hope of Commissioner Allen that the number of communities and citizens participating in the 1958 celebration will be even greater.

Conference Held on School Redistricting

THE NEED FOR COOPERATION AND UNDERstanding to realize the potentialities of the larger unit in school district organization was stressed by Commissioner Allen in his greeting to participants of the City School District Reorganization Conference at the State Education Building in Albany January 30.

More than 40 city and district superintendents from throughout the State attended the one-day meeting to discuss their mutual and different problems in organizing enlarged city school districts.

Francis E. Griffin, Chief of the Bureau of Rural Administrative Services, reviewed Department practice and procedures in the

formation of an enlarged city district. Problems and programs encountered in other States were compared with those in New York State by Robert M. Isenberg, assistant director, rural service, department of rural education, National Education Association.

Ralph L. Shattuck, superintendent of schools, Middletown, discussed "The City Stake in Reorganization" and Harold W. Holmes, Clarence A. Johnson, F. Donald Myers and Edgar R. Schriber, district superintendents of schools, presented "Problems the District Superintendent Faces in Gaining Rural Support for City Consolidation."

The history of the successful consolidation of the Corning Enlarged City School District was described by Calvin U. Smith, district superintendent, first supervisory district, Steuben County. Harold V. Hager, superintendent of schools, Oneonta, discussed ways of obtaining unity of action between city and township on the basis of his own experience with the Oneonta Enlarged City School District.

Edward L. Osborn, superintendent of schools, Batavia, explained methods by which pupil transportation problems had been met and solved in his school system.

Concluding the conference, Walter Crewson, Associate Commissioner for Elementary, Secondary and Adult Education, called for "increased leadership from local educators in transmitting the power of the community for the benefit of the children."

Dropped from Roll

The Board of Regents at its December meeting dropped from the roll of registered secondary schools Bedford Hills High School, Bedford Hills, because of its merger with The Fox Lane School, Bedford.

A GROUP of high school and college students from Jefferson, Lewis and Oswego Counties visits Commissioner Allen's office as part of a Theodore Roosevelt Citizenship Award Trip to Albany sponsored by State Senator Henry A. Wise. The students, representing both public and private schools in these counties, were chosen on the basis of character, high grades and particular excellence in citizenship education.

Governor Outlines Educational Needs

Following is the section of Governor Averell Harriman's annual message to the Legislature dealing with the educational program of the State. This was presented on January 8 of this year.

IN THIS REVIEW OF MY STEWARDSHIP OF another year as Governor, and as I set before you certain proposals for legislative action, it is natural that I should turn first to the subject of education.

A year ago I said that providing the best possible education was "the foremost obligation of State and local government." The events of the past year have again underlined the truth of that statement.

The most immediate need we confront is to provide more and better instruction in science, mathematics and engineering at all levels of our educational system. The Regents are continually studying this problem. Among the steps they have proposed, I believe that we should act promptly to:

a. **Increase from 500 to 1,000 the number of annually awarded scholarships for students of engineering and science which will provide a special maximum stipend of $850.**

b. **Embark upon a program of refresher courses for science and mathematics teachers, especially during the summer months, utilizing the resources of our private colleges and of our State University for this purpose.**

c. **Improve and expand our efforts to identify the more gifted child and to develop programs to assist him to achieve his highest potential, not only in the sciences, but in any field in which he displays special ability or talent.**

It may be that, under the recently announced Federal program, these improvements can be accomplished with substantial Federal assistance. The Regents are exploring that possibility and are seeking more specific information from the Department of Health, Education and Welfare.

Other proposals of the Regents also deserve careful study. The Regents themselves are reviewing them in the light of the Federal program.

At the same time that we seek to facilitate the progress of gifted students, and to improve the quality of our educational programs in science and mathematics, we must continue to improve the quality of our total educational structure and to plan and provide for the vastly increased numbers of students now in the high schools who will soon be arriving at the college level.

Increased State Aid

The last three years have seen an unprecedented increase in the amount of State aid granted to our local public schools. Taking account both of formula changes and increased attendance, the total amount this fiscal year will be more than $170 million above the level of three years ago, and the coming year will witness a further increase of at least $40 million.

These increases have made possible substantial increases in teacher salaries. There has also been a rapid growth in the number of school psychologists, equipped not only to make early discovery and appraisal of problem children, but also to identify and help the gifted. There has been increased use of casework methods in dealing with the problem of nonattendance, which is so often a forerunner of juvenile delinquency. The number of guidance counselors has similarly been increased.

The Education Department has been introducing newly revised courses of study in advanced mathematics and science in our high schools. The teaching materials for these courses have received recognition not only throughout this country but abroad. To assist in bringing along our

talented young people as rapidly as possible, the Education Department has published materials and guides as to the best practices to achieve this objective. The Commissioner of Education has undertaken during the year a series of top-level conferences between industrial leaders and educators to seek ways and means of increasing the contributions that industry can make to the State's educational system. The Department has been continuing its efforts to improve the educational standards of some of our school districts by encouraging the reorganization of smaller districts. In this respect the basic concept is that every school district should provide an adequate high school program. Recommendations to these ends have been discussed at a number of hearings throughout the State.

Science for Adult Education

Adult education programs have been carried forward with increased emphasis on science education. One hundred and twenty adult classes were newly organized to study and discuss various technical subjects and some 100,000 adults joined groups studying various aspects of Civil Defense such as the effect of radioactive fallout.

Current high rates of interest brought on by the Federal tight-money policy are making it more and more difficult for local school districts to meet school construction needs. The bipartisan committee headed by State Comptroller Levitt which has studied this problem has again recommended the establishment of a School Financing Authority as a means whereby the State could assist local school districts to market their bonds at a lower rate of interest without unduly burdening either the State's revenues or its credit. I believe the school districts badly want this assistance, and I again urgently recommend legislation to establish such an authority.

Urges Increased Educational TV

Our experimental programs in closed circuit television have proved that such techniques can be extremely valuable both in teacher training and in extending the reach of good teachers to more pupils than would otherwise be possible. These programs should be extended. Facilities for UHF telecasting are now available inexpensively in the Capital District, and I am hopeful that we can work out a feasible program for New York State's first educational television station. Several nonprofit private organizations are doing splendid work in this field. Last year, your Honorable Bodies approved funds for a program of State aid to communities for educational television, but failed to pass the necessary enabling legislation. I trust enabling legislation will be enacted this year.

As for higher education, the support of the citizens of New York State for our expanding State University was hearteningly demonstrated in the overwhelming vote in favor of the $250 million bond issue for this purpose. Perhaps in part as a consequence of the interest engendered by the bond issue discussion, applications for 1958 admission to the various State University colleges are running fully 40 percent ahead of the same time last year.

Much of the State University building program contemplated by the bond issue is now under design due to the advance preparations we began two years ago. This construction program will increase the capacity and improve the facilities at all of our institutions throughout the State. It follows the policy of the Board of Regents and of the State University Trustees in continuing the decentralized structure of the State University.

Scholarship Rise Expected

During the past year the new State University College on Long Island was opened in temporary quarters near Oyster Bay for teacher training in mathematics and sci-

ence. With the Regents and University Trustees now in agreement on a program, we can expedite construction plans for the development of this college at Stony Brook, where it will eventually provide education in science, engineering, and mathematics, including one year of graduate work, to some 2,500 students. A contract is being let to develop a campus layout, and the State University is developing space requirements for the initial buildings as rapidly as possible.

We have made great progress in extending our State scholarship program, which is the largest of its kind in the country. We have more than tripled the number of annual Regents scholarships for high school seniors, from a total of 1,944 annual awards in 1954 to a total of 6,029 annual awards in 1957. The number of scholarships will rise as the number of our high school graduates continues to increase.

Under our present laws, it is not clear that scholarship and fellowship grants for education are not to be considered as taxable income. I recommend legislation to make this clear. The law should provide certain limits to the exemption where the student is not seeking a degree.

Aid to New York City Colleges

Last year an additional $400 tax exemption was granted to parents for each child attending an institution of higher education. This law needs prompt amendment in several respects, particularly to remedy the probably inadvertent limitation in last year's bill that the student must be at least 18 years of age.

Once again I recommend that the State provide aid in support of the New York City Colleges, which have a full-time and part-time enrollment of over 74,000. This should be done in recognition of the tremendous service they render the State in the field of higher education, in line with the support the State gives to Community Colleges. We should not continue to discriminate against New York City in this respect. I am again proposing that we provide one-third of the operating cost of the first two years of their programs, exclusive of the teacher education program. This aid will amount to $2 million in the 1958–1959 State budget but on a full school year basis will provide approximately $4 million in State assistance.

Graduate Study Scholarship

A $750 Grace Legendre Fellowship for any New York State resident wishing to do graduate work in any chosen field has been announced by the Business and Professional Women's Club of New York State.

Additional information and an application blank may be obtained from Miss Harriet Hoppe, Chairman, State Scholarship Committee, 80 Cranberry Street, Brooklyn 1, New York.

Meetings Scheduled

The annual conference of the New York State Counselors Association at the Hotel Statler, Buffalo, on April 24–26.

The annual conference of the American Personnel and Guidance Association from March 31 to April 3 at the Sheraton- Jefferson Hotel, St. Louis, Mo.

The annual conference of the New York State Attendance Association at the Henry Hudson Hotel, New York City, May 18–20.

1958 Scholarship Test

The 1958 Scholarship Qualifying Test will be given in the schools of the State on Tuesday, October 21. This test is administered by the Educational Testing Service.

THE VOCATIONAL and Practical Arts Curriculum Committee meets to plan project development and printing. Bureau representatives shown here are, left to right: Alfred E. Davies and Henry Mandel, trade and technical education; John E. Whitcraft, business and distributive education; Everett C. Lattimer, agricultural education; Laura M. Ehman, home economics education; Frank E. Howard, vocational curriculum development and industrial teacher training, chairman of the meeting; Robert S. Hunter, occupational extension and industrial services; William F. Kopp, vocational curriculum development and industrial teacher training, and Arthur F. Ahr, industrial arts education.

Bureau Offers Curriculum Materials Aid

By
FRANK E. HOWARD
Associate in Vocational Curriculum Development

CURRICULUM MATERIALS ARE AN ESSENtial part of vocational and practical arts education in New York State. While curriculum development is a local responsibility, the State Education Department has taken the lead in assisting schools, vocational supervisors and teachers to obtain a wide range of materials which may become an integral part of approved courses of study.

The Bureau of Vocational Curriculum Development and Industrial Teacher Training has as one of its major functions the coordination of the vocational and practical arts bureaus' efforts to improve instruction.

For the industrial education services, this function is accomplished (1) by the establishment of a central depository of

available curriculum materials, (2) by the development, distribution and evaluation of specialized types of materials that are not available from other sources, and (3) by assisting teachers and leaders, when requested, in the selection and use of teaching materials.

The first service consists of studying sources of curriculum materials and maintaining a collection of them properly identified by subject areas. These materials are made available to administrators and teachers.

The second service, relating to the development of curriculum materials, was given great impetus during World War II by the rapidly expanding programs of vocational education which developed to meet the needs of industry for skilled workers to produce essential materials. Special vocational curriculum laboratories were operated in several communities throughout the State. The experience gained in these laboratories contributed much to the improvement in techniques of curriculum development. The leadership position in vocational curriculum development was well established for New York State on a National basis at that time. The value of curriculum materials in the emergency training programs demonstrated a continuing need to assist teachers with the organization of teaching materials.

The Department, through the bureaus under direction of the Assistant Commissioner for Instructional Services (Vocational Education) made plans for carrying on a continuing program of vocational curriculum development, expanding it to include the practical arts. The responsibility for this activity was placed in the Bureau of Vocational Curriculum Development and Industrial Teacher Training.

In the total local-State program of curriculum development, this work is coordinated with the vocational and practical arts services of local school systems by the following bureaus of the New York State Education Department:

Agricultural Education
Business and Distributive Education
Home Economics Education
Industrial Arts Education
Occupational Extension and Industrial Services
Trade and Technical Education
Vocational Curriculum Development and Industrial Teacher Training

New York State is cooperating with States in the North Atlantic Region to coordinate curriculum activities and avoid duplication of effort. In most instances, each completed project is the result of cooperative effort between commerce, agricultural organizations, advisory committees and the like, and the Department. The most extensively used method of carrying projects forward to completion is through supervised summer curriculum workshops wherein committees or individuals work under the supervision of staff members of the different bureaus.

A continuous campaign is conducted to inform interested teachers and administrators about available curriculum materials. Articles describing materials have been published from time to time in *Viewpoint*, the official magazine of the New York State Vocational and Practical Arts Association. A folder describing available curriculum materials and explaining how to procure them is distributed to teachers at conferences and at other teachers' meetings. Displays at these meetings provide supervisors and teachers an opportunity to examine those materials in which they are interested.

A permanent display or set of curriculum materials is maintained at each of the regional industrial teacher-training offices in Buffalo, Rochester, Syracuse, Albany and New York City. Teachers in training receive instruction in the effective use of the different types of materials. Members of the staff of each of the vocational and practical arts bureaus work with groups of teachers in service to explain what mate-

rials are available and to assist them to make effective use of the materials in a special subject area.

In many cases, teachers, supervisors and administrators have an opportunity in undergraduate and graduate course work to include curriculum development in their programs. Such courses provide a practical, easy and effective means of assisting teachers to improve their own courses of study and to incorporate curriculum materials available from the State Education Department into their teaching plans.

An ever-increasing number of schools in New York State, having vocational and practical arts programs, are becoming interested and involved in the process of curriculum study and revision. To this end, each of the bureaus in these special areas of instruction are available to work cooperatively with local school systems to improve instruction, qualitatively and quantitatively.

CLASSROOM DEMONSTRATION showing the importance of proper wrapping as the final step in a sale of merchandise. This picture also shows some of the typical equipment in a distributive education laboratory classroom.

School Training for Retailing Discussed

By
BILLINGS G. BURLINGAME
Associate in Distributive Education

IN OUR GREAT STATE THE BROAD FIELD of distribution has grown so rapidly during the last decade that it is today one of the major employment areas. Probably more people are employed in the wholesaling, retailing and service trades than in all of manufacturing. True it is that in New York State the retail trade industry alone ranks second only to manufacturing in numbers employed.

Nearly 185,000 retail establishments in New York State have total sales approaching $20 billion. They have about 850,000 employees with an annual payroll of more than $2 billion.

Retailing, as have all other fields of business, has become complex. A wide range of skills and knowledge is needed for success. Competition is keen and the young person who enters this field will

need a sound training in basic business practices. He will need special knowledge in such areas as salesmanship, buying, merchandise practices, display, advertising and recordkeeping, to name a few.

Over 20 percent of New York State high school graduates will find their lifework in some retail trade. Recognizing this, the Bureau of Business and Distributive Education has developed a program of education and training called Cooperative Distributive Education. It is a cooperative effort between the school and the local retailers.

Students interested in a career in retailing or selling combine practical classwork in school with actual experience in the various phases of selling and store operation. The program is given in the junior and senior years. At least 15 hours each week in the senior year are spent "on the job" in a local retail or service establishment.

The store manager or supervisor becomes an on-the-job "teacher" and the store a job laboratory where actual on-the-job experiences are correlated with the facts and techniques presented in class in the school.

Instruction in the school is held in a distributive education classroom-laboratory. Typical store equipment, display cases, counters, a cash register as well as a variety of display fixtures and props provide the setting for students to study and explore the various problems faced by today's merchant. Here students practice the art of selling. They learn to display merchandise to best advantage. They study the intricacies of modern advertising and how to prepare an advertisement. Students are taught to become aware of and to evaluate the fast moving developments in merchandising practices of today.

"LITTLE MISS" of younger generation being served by cooperative distribution education student

In charge of this cooperative educational effort is the local distributive education teacher-coordinator. In addition to teaching classes in retailing in the forenoon, he spends his afternoons in "coordinating" and observing the students while on the job. From these observations and through interviews with store supervisors, he brings back to the class a great fund of knowledge and information which enriches and makes more meaningful the classwork.

It has long been recognized by educators and informed citizens that this combining of classroom study with properly directed and supervised jobwork experience is

a very effective method of teaching and learning. The great value of a well-planned work experience program was recognized in the recent publication entitled, *The Schools We Need — Now and for Tomorrow.*[1]

There are over 100 schools in New York State offering some type of formal training for the distributive trades of wholesaling, retailing and allied service fields. In the school year of 1956–57, 80 of these schools operated a fully cooperative distributive education program and qualified for partial financial support from Federal funds. In these schools over 3,500 young men and women worked a total of 1,244,028 hours. They earned $1,190,404 and received credit for this work toward a Regents diploma.

Numerous employers testify to the eagerness and interest of these "co-ops." In many areas merchants count heavily on the assistance given by students. They are coming to accept it as a long-range educational program and not just a source of part-time help.

Past records show that many of these distributive education trainees now hold responsible positions as buyers, store managers and supervisors. Many have followed the American pattern by "going into business" for themselves on the main streets of our cities and villages.

Many of the new schools now being built include a distributive education classroom laboratory. Many also include in this laboratory a demonstration store window which fronts on a main school corridor.

Careful study and planning should precede the opening of a cooperative program in distributive education. Students and parents must be fully aware of the career opportunities in this field. School administration and faculty need to know the special problems in operating a cooperative educational program with local merchant participants. Cooperating merchant employers must understand their responsibilities if they employ a "co-op" student.

The Bureau of Business and Distributive Education helps local boards of education and school administrators in setting up a cooperative program in the distributive trades. The supervisor of distributive education will meet with school administrators to study the local situation and outline steps and procedures. Several brochures and bulletins listed below are available to aid in getting a program started.

1. ***A Cooperative Work-Experience Manual for Business and Distributive Education*** **(available in late spring or early summer)**
2. ***Business and Distributive Education Cooperative Work Experience Programs***
3. ***Administrative Handbook for Business and Distributive Education***

The list of schools offering cooperative distributive education programs is shown. School administrators and newly hired coordinators who are interested in developing a new program might be interested in visiting a nearby school.

Albany
  Albany High School
  Colonie High School
Amsterdam
  Wilbur H. Lynch High School
Baldwin High School
Bayshore High School
Buffalo
  Fosdick-Masten Vocational High School
  Lafayette High School
  Riverside High School
Cheektowaga
  Maryvale High School
Cohoes High School
Cortland High School
Delmar
  Bethlehem Central High School
Depew High School
East Meadow High School
Elmira Free Academy
Elmont Memorial High School
Floral Park
  Sewanhaka High School
Franklin Square
  H. Frank Carey High School
Freeport High School

[1] The Schools We Need — Now and for Tomorrow. A Report to the Citizens of New York State by the Regents Council on Readjustment of High School Education. 1954. p. 21.

Geneva High School
Glens Falls High School
Gowanda High School
Guilderland Center
Guilderland Central High School
Haverstraw High School
Hempstead High School
Huntington
Robert L. Simpson High School
Hicksville High School
Jamestown High School
Kingston High School
Lancaster High School
Lansingburg High School
Levittown Memorial High School
Lockport High School
Malverne High School
Massapequa High School
Medina High School
Middletown High School
Mineola High School
Montrose
Hendrick Hudson High School
Mount Kisco
Fox Lane School
New Hyde Park Memorial High School
Newark High School
Newburgh High School
Niagara Falls High School
North Syracuse High School
North Tonawanda High School
Nyack High School
Oceanside High School
Olean High School
Oneida High School
Patchogue High School
Penn Yan High School
Pleasantville High School
Port Jervis High School
Poughkeepsie High School
Riverhead High School
Rockland County
Spring Valley High School
Suffern High School
Rockville Centre High School
Salamanca High School
Schenectady
Mont Pleasant High School
Nott Terrace High School
Snyder
Amherst Central School
Syracuse
Eastwood High School
North High School
Central High School
Uniondale High School
Valley Stream Central School
Watertown High School
White Plains High School
Williamsville High School
Yonkers
High School of Commerce
New York City
Christopher Columbus High School
Julia Richman High School
Morris High School
Newtown High School
Dodge Vocational School
Fort Hamilton High School
James Monroe High School
Lafayette High School

HONORED at a surprise testimonial at the annual dinner of the Taxpayers Association of Rome on January 14 are Mr. and Mrs. William E. Parmalee, center. With them, left to right, are Harry W. Langworthy, Jr., associate, Bureau of Rural Administrative Services, State Education Department; Mrs. Adelaide Baker, director of elementary education in the Rome school system; Francis E. Griffin, Chief, Bureau of Rural Administrative Services, and Lyndon H. Strough, superintendent of schools in Rome. The testimonial was in recognition of 10 years of work by Mrs. Parmalee which resulted in the creation of the Enlarged Rome City School District, consolidating the city district with 23 outside school districts in Rome and surrounding towns.

Sailing Association Receives Charter

THE BOARD OF REGENTS AT ITS MEETING January 24 granted an absolute charter to the United States International Sailing Association, an organization established to assist in the training of amateur yachtsmen to represent the United States in international competition including the pan-American and Olympic Games. New York City will be the headquarters of the association.

First trustees include Robert N. Bavier, Jr., corresponding secretary, North American Yacht Racing Union; J. Amory Jeffries, president, Child, Jeffries and Thorndike, Inc.; Henry S. Morgan, partner, Morgan, Stanley and Company; George E. Roosevelt, partner, Roosevelt and Son; and James M. Trenary, vice president, United States Trust Company of New York. The trustees are all closely connected with the administration of the North American Yacht Racing Union which is the national authority for the racing of sailing craft in the United States.

In addition to providing training for candidates and their crews through competitive events, the association plans to promote new developments in the design, construction, sails and rigging of craft of the type used in such events and to foster public interest in the participation of United States representatives in international sailing events.

Other Charter Actions

The Regents took a number of other charter actions relating to educational institutions.

The provisional charter of Plainview Public Library, Plainview, Nassau County, was amended changing the corporate name to Plainview Public Library of Central School District No. 4 of the Town of Oyster Bay.

A three-year provisional charter was granted to the Louis H. Drinkwine Scholarship Fund of the Croton Teachers Association, Croton-on-Hudson, to give financial assistance for higher education to graduates of the Croton-Harmon High School.

The provisional charter of McQuaid Jesuit High School, a private secondary school for boys located in Brighton, Monroe County, was made absolute.

A five-year extension of its provisional charter was granted to Baldwinsville Library Association, Baldwinsville, Onondaga County.

The provisional charter of Pine Hill Public Library, Pine Hill, Ulster County, was extended for three years.

The Hoff-Barthelson Music School, Scarsdale, Westchester County, was granted a provisional charter valid for five years.

St. George's Nursery School, Schenectady, was granted a five-year provisional charter.

Tappan Free Library, Rockland County, was granted a provisional charter valid for three years.

Free Concerts Held

Free one-hour symphony concerts by the National Symphony Orchestra will be held for high school students visiting Washington, D. C., from April 22 to May 25. For tickets write to Ralph Black, manager, National Symphony Orchestra, Hotel Roosevelt, 16th and V Streets, NW., Washington 9, D. C.

Musicus Becomes Assistant Commissioner

THE BOARD OF REGENTS AT ITS MEETING January 24 changed the title of Milton Musicus from Administrator of Business Management and Personnel in the State Education Department to Assistant Commissioner for Business Management and Personnel.

Assistant Commissioner Musicus has been with the State Education Department since 1949 when he joined the staff as Assistant Director of Business Management and Personnel. On September 16, 1954, he was elevated to the post of Director, succeeding Dr. Lloyd L. Cheney, who had retired. Later the title was changed to Administrator.

Assistant Commissioner Musicus is in charge of budgeting for the Department, its finance operations, its planning and procedures and its civil service classification and examination work as well as all other personnel operations.

From 1937 to 1942 he served on the staff of the New York City Civil Service Commission and from 1942 to 1949 was on the staff of the New York State Civil Service Commission. Currently he is a member of the Classification and Compensation Appeals Board of the Civil Service Department.

Milton Musicus

He received the degree of bachelor of science from the City College of New York, the degree of master of arts from Columbia University and the degree of master of public administration from New York University. He is a member of Phi Beta Kappa and Phi Delta Kappa, honorary education society. He is a member of the American Society of Public Administration and former secretary, director and president of its Albany chapter.

Admitted to University

The Board of Regents at its January meeting admitted the following schools to The University of the State of New York: Dodge Vocational High School, Bronx, on a five-year provisional basis, beginning February 1, 1958; East Meadow High School, East Meadow, and South Side Junior High School, Rockville Centre, each on a five-year provisional basis beginning September 1957.

Free Photography Booklet

A new, free pamphlet, *Photograph in Your Future*, by A. L. TerLouw, educational consultant for Eastman Kodak Company, is now available to teachers, guidance counselors and any adult in scouting or similar leadership activities. The booklet is designed to aid counselors in advising on photography as a career. For a copy write Sales Service Division, Eastman Kodak Company, Rochester.

PITTSFORD'S Citizens' Committee for Homemaking Education in Action: left to right, Mrs. Burr Mantle, Mrs. Edgar McLaughlin, chairman; Herbert C. Bettinger, supervising principal; Miss Elizabeth A. Brown, homemaking teacher; Mrs. Walter Rossinus, Mrs. George Decker and Mrs. John Hicks

Citizens Aid Homemaking Education

THE ROLE OF THE CITIZENS' COMMITTEE in the modern homemaking program is one of particular significance, according to Herbert Bettinger, supervising principal, and Elizabeth Brown, homemaking teacher of Pittsford Central School. They feel that in no other school curriculum is there such a natural tie between courses and the practical application of these in the home. The adults of today's communities, occupied with the current pressing problems of family life, are found well equipped to advise in the development of meaningful homemaking education programs.

Family life in our society has been significantly altered during the last 15 years. This changing pattern has brought a "facelifting" of the homemaking offerings in our secondary schools. The concept that homemaking course context consists solely of cooking and sewing no longer exists. Typical curriculum for family life education includes care of children, clothing for individual and family, food for the family, interfamily relationships, management, home planning and preparation for marriage.

Almost every school in the State is now facing a tremendous increase in pupil population. Homemaking departments will certainly feel the impact of more students. This forthcoming increase, the changing conditions of family life and the adjustments necessary in a changing curriculum would indicate that this is a proper time for evaluation of the homemaking program in the light of these changes. Many schools throughout the State have felt it helpful to turn to the citizens of the community to look at ways in which homemaking programs might better meet needs of students.

In addition to these trends Pittsford school leaders believed the citizens' com-

mittee could help in other ways. The community did not fully understand the scope of the program being offered. Hence, assistance was needed in the interpretation of the local homemaking program. In an expanding suburban area, it was felt desirable to explore all the growing resources of the school and community available for effective family life education. Also recognized was the importance of seeking more ways of heightening the awareness and understanding of the activities of the homemaking program so that parents and other adults of the community would see the values of these experiences.

The Committee at Work

After its formation the committee spent the first few months in getting acquainted with the materials, course content, physical equipment and personnel. In effect, this preliminary phase added up to education, understanding and evaluation. All committee members seemed to become more fully aware of the various areas of learning in the homemaking curriculum and were highly concerned with the important implications of educating young people for successful family living.

After completing the internal study, the committee turned to the community. It compiled a complete catalog of the resources which could be used in conjunction with the high school courses. A listing of resource people in the area was made and committee members later helped to conduct field trips with classes.

Several times throughout the year, committee members were invited to visit with homemaking classes. They attended social events and observed a variety of activities in various areas of the homemaking curriculum. These visits helped give members firsthand experiences with activities, resources and facilities utilized to achieve the goals of family life education.

Since there was high interest in college opportunities for students in the field of home economics, the committee spent a considerable amount of time exploring, gathering and compiling information on careers and scholarships. Packets of materials with this information were made readily available by the guidance director to all high school pupils and their parents.

One of the most helpful contributions of the committee was the preparation of a homemaking brochure. These brochures were distributed to all junior and senior high school students and parents. The brochure listed courses offered in junior and senior high school, with some statements about experiences and content for each course. Also included were examples of homemaking careers and available college scholarships.

Areas of Accomplishment

After one year and a half of operation, the efforts of the committee have resulted in the following achievements:

- Informed and broadened understanding of more people in relation to the field of home economics
- Made possible the use of more community resources
- Brought about a greater awareness of the aims and accomplishments of the junior and senior high school homemaking programs
- Provided a means through which the teacher of homemaking can more readily find out the specific needs of families and groups of the community
- Made the program more realistic

The committee is enthusiastic about its future program of work and is in the process of planning its next steps: development of a public relations program; emphasis on the career aspects of home economics through use of field trips, speakers and contacts with former students, who are in the field of home economics.

TV Aids Future Homemakers' Program

SYRACUSE PUBLIC SCHOOLS AND A LOCAL television network found it profitable to work together to portray for the public some of the activities of the Future Homemakers of America clubs and the total homemaking program.

Coordinators of the effort were Laura C. Ellenwood, city supervisor of homemaking education, and Betty Starr, assistant State adviser for the Future Homemakers of America. Jeanne Anne Casson of WHEW served as television specialist.

Teachers and students participated in scenes which illustrated an FHA meeting during which the group was making plans to undertake a community project.

Several classroom situations which indicated a sampling of learning experiences in some areas of homemaking were also televised. Among these were: an introductory lesson on enjoying and caring for young children, discussion and demonstration of selection of suitable clothing for the individual and a discussion of teen-age marriages by a group of senior boys and girls.

Increased interest in the homemaking curriculum and Future Homemakers of America activities in Syracuse has already been evidenced in some of the comments and questions which the television program has stimulated.

Regional Conferences Set

Conferences for directors and school lunch managers in large lunch programs are being held in 11 areas of New York State during March and April.

These meetings are planned to assist with the development of inservice training for school lunch workers and other problems directly related to school lunch administration.

Seven meetings will include an afternoon discussion of school lunch facilities and equipment. A representative from the Division of School Buildings and Grounds of the State Education Department will participate. School administrators are invited to attend the afternoon session.

Conferences are tentatively scheduled for Albany, Buffalo, Canton, Chateaugay, Clinton, Greece, Hicksville, Nyack, Rochester, Syracuse and Vestal.

The first will be March 14 at the Sheraton Ten Eyck Hotel, Albany. The March issue of *School Lunch News and Notes* will list the remaining dates.

Summer Courses Announced

The Colleges of Home Economics at both Cornell and Syracuse Universities are offering credit courses pertaining to institution management.

Available at Cornell University are Quantity Food Preparation: Principles and Methods, July 7–26; Quantity Food Purchasing, July 28-August 16; Institution Administration: Planning of Equipment and Layout, July 28-August 16. Contact Dr. Mary K. Bloetjes, Head, Institution Management, College of Home Economics, Cornell University, Ithaca, for information.

Syracuse University offers School Lunch: Organization and Management, June 30-July 11; School Lunch: Personnel Management, July 14–25. A noncredit course, School Lunch Leadership Workshop, June 30-July 5, will be cosponsored by the School Lunch Unit of the Bureau of Home Economics Education, State Education Department. Dr. Evelyn Herrington, College of Home Economics, Syracuse University, Syracuse, has the details.

Adult Education Needs Surveyed

By
WARREN C. SHAVER
Associate in Adult Education

DURING THE PAST FEW YEARS THE Bureau of Adult Education has conducted surveys on the educational needs of adults in 16 school districts of the State. These surveys are conducted along the usual pattern involving the careful collection, analysis and interpretation of pertinent data with constructive recommendations for future procedures. Since the survey is designed to improve the administration, supervision, instruction and value of adult education in the individual district, most of the work involves the study of administration and program. Survey reports are assembled with the usual safeguards to insure that recommendations are based on supporting data and that workers maintain a professional impersonality and objectivity essential to fair and equitable treatment of each situation reviewed.

The need for this type of service is due in part to the problems of tailoring the local adult educational program to the specific needs of the adults in a given district. Because adults are voluntary students, the subject matter of each course must be planned to serve best the educational needs of the adults enrolled. Failure to do this will result in student dropouts and in some instances cause the course to be discontinued. Carrying this problem from one class to a program of many classes, the need for adaptation is multiplied. The survey provides help to the local district in evaluating adult needs and in planning an educational program tailored to meet these needs.

This service is also needed because of the small number of experienced adult education leaders in any one school district. Few districts have more than one person assigned to adult education administration and many of these are on a part-time basis. The survey provides the local leaders with the help of specialists in the field of adult education for a concentrated study of the local program.

The Bureau-conducted survey is not designed to replace the "self-survey" essential to all programs of adult education. It serves only to add strength to the self-survey operation in terms of manpower and experience. All surveys include conferences and cooperative efforts with local staff members, board of education, citizens' advisory groups and lay leaders. This involvement enhances the interest and concern of local leaders in a continuous evaluation process thereby increasing the likelihood for improvements in quality and scope.

In order to meet the need for surveys of individual school districts in adult education, the Bureau of Adult Education will make this service available to the school districts of the State within the limits of the resources available. This service should increase the efficiency and effectiveness of the Department's assistance to the public schools.

Upon receipt of a request for a survey from a school district, the supervisory staff of the Bureau allocates the required manpower needed based on the size and known characteristics of the district. A rural central district may be assigned two workers for a period of two or three days

and in the average city system several workers may devote a full week. When the size and/or special problems warrant more manpower or skill, the cooperation of other bureaus of the Department is utilized. To date the following bureaus have assisted the survey team: Business and Distributive Education, Child Development and Parent Education, and Occupational Extension and Industrial Services. When possible the survey team works in cooperation with neighboring universities conducting a study of the total school system.

Reports on the survey findings and recommendations are made orally to the board of education on the evening of the last day of the work in the community. Detailed written reports are submitted to administrators and board members at a later date. The following communities have been surveyed:

Alden	Interlaken
Buffalo	Levittown
Campbell	New Rochelle
Cortland	Oneonta
Dansville	Orchard Park
Eden	Uniondale
Gowanda	Warsaw
Hamburg	Yonkers

The increasing number of requests for surveys from the public schools seems to confirm the Bureau's decision to make the service available. Some requests have come from districts near those previously surveyed, which suggests they are respected and valued by the school administrators. Information concerning surveys on adult education may be secured from the Bureau of Adult Education.

International Exchange Program Noted

By
JOHN F. DORITY
Assistant in Adult Civic Education

THE AMERICAN IS ALMOST INVARIABLY proud and fond of his hometown. He is always anxious that you should visit it; he will accompany you and show you round; . . ." This excerpt from the English novelist, Walter L. George's *Hail, Columbia* (1921), sums up rather succinctly one of the impressions that a number of young Europeans have of Americans after living in New York State communities this past summer.

Dr. Anton Muller Bellinghausen, a professor of English at the University of Frieburg, Germany, spent the month of August living with the Mr. and Mrs. Harry C. Underwood, Jr. family in Tully. During this stay, Dr. Bellinghausen felt like one of the Underwoods and participated in many of the family activities. He also visited the brine wells in Tully, rode on a hay baler, visited Cornell and Syracuse Universities and visited the local drugstore "which seems to be the center of Tully activity," as Dr. Bellinghausen describes it.

He also points out that although these experiences have made lasting impressions, his most profound impressions will be of the people with whom he came into contact. To paraphrase Dr. Bellinghausen: All the people whom I met told me in all friendliness about their life, their work, thoughts and plans.

In fact, it is this basic understanding of people that is the most significant accomplishment of any type of international ex-

Staff photo — The Tully Independent

"AMBASSADORIAL" PROGRAM. Dr. Anton Bellinghausen of Freiburg, Germany (right) with Mr. and Mrs. Harry Underwood of Tully, his hosts for a month's visit in the United States. The newspaper is from Freiburg.

change program. For such understanding to develop, it is imperative that each individual visiting another nation has the supporting relationship of friendly men and women, preferably of the family unit; this is important if each individual is to have the most educative and happy experience in another civilization.

This is the underlying philosophy of both the Ambassadors to America and Community Ambassador programs in New York State. The Community Ambassador program, whereby a local community raises the necessary funds to send a young person abroad to represent them, was initiated in 1948 through the cooperative efforts of the Bureau of Adult Education and the Experiment in International Living, a nonprofit educational organization, whose headquarters are in Putney, Vt. The Ambassadors to America program, whereby American communities serve as hosts to people from other lands, with the American community and the individual visitor sharing the costs, is a natural outgrowth of the Community Ambassador program.

The pattern of sponsorship of both the "outgoing" and "incoming" ambassadors varies throughout the State. However, in most cases, you will find the local adult education director playing some role in initiating, organizing and helping the community and the individual ambassadors to realize the highest educational and human goals of the programs. In the case of Dr. Bellinghausen, his stay was arranged through the cooperative efforts of the Tully Community Council and Eugene Pearse, the local director of adult education.

Other communities that served as "hosts" and their "ambassadors," this past summer, included:

Batavia — Andreas Knudsen, Norway

Brockport — Antonia Cortes, Spain

Cooperstown — James Elphick, Great Britain

Delmar — Miss Inge Klason, Sweden

Elizabethtown — Miss Dieuke Roest Crollius, Holland

Manhasset — Giorgio Imoda, Italy

Penn Yan — Alfred Salsman, Switzerland

Wilson — Arnold Stampfli, Switzerland

All of these communities and the 30 communities participating in the "outgoing" ambassador program are making, indeed, have made, concrete steps toward the day when the peoples of the world can live together harmoniously.

Further information about adult programs of international education may be obtained from local directors of adult education, or the Bureau of Adult Education, 23 South Pearl Street, Albany 7.

School Boards Aid Adult Education

THE ADULT EDUCATION COMMITTEE OF the New York State School Boards Association is cooperating with the Bureau of Adult Education, State Education Department, in preparing a publication on the more efficient and effective use of citizens' advice in planning public school adult education programs.

Seven experienced directors of adult education who have been particularly successful in using the aid and advice of lay citizens in planning their programs have been invited by the Bureau to serve as consultants and to assist with the necessary research. Members of this consulting committee are: John Corfield, Mamaroneck Public Schools; William Deming, Onteora Central School; John Mack, Ithaca Public Schools; Carl Minich, Amherst Central School; Walter Neidhardt, Arlington Central School, and Harold Vaughn, South Glens Falls Central School.

At a three-day planning meeting held recently in Syracuse this group met with Bureau representatives Alfred Houghton and Tom McLernon to discuss the contents of the proposed publication. On the afternoon of the third day a joint meeting was held with the Adult Education Committee of the New York State School Boards Association to get the committee's approval of the table of contents and to incorporate their suggestions. Members of the School Boards Association committee are: Theodore L. Masterson, chairman, Snyder; William I. Landauer, Red Hook; Adolphe A. Myrus, Oneonta; Edward S. Prescott, Potsdam; Eve B. Solovei, Woodmere, and Jessie T. Zoller, Schenectady.

Department Staff Changes

Recent staff changes in the State Education Department include:

GOSTA I. B. OLIANDER was permanently appointed professor (industrial education) effective January 30.

WILLIAM F. KOPP received a permanent appointment as professor (industrial education) effective January 30.

ARTHUR P. JONES received a provisional appointment as associate in professional education effective January 30.

SALVATORE A. TAVORMINA was provisionally appointed an associate in education of the mentally retarded.

S. GILBERT PRENTISS received a provisional appointment as associate library supervisor in the Division of Library Extension.

Modern Building Problems Reviewed

By
W. TJARK REISS
Senior Architect
Division of School Buildings and Grounds

ONE CAN HARDLY PICK UP A NEWSPAPER or magazine today without finding that some writer or reporter inexperienced in school affairs is telling the general public that our school buildings are too extravagant. Usually these writers are well known in their own particular fields and therefore unfortunately mislead the reader as to their qualifications in educational criticism. Very often these writers expand on one obvious truth to be followed later by half-truths and controversial statements which are readily believed having followed the obvious initial statement. These attacks often take the popular theme of asking the reader why children should be housed in marble palaces when much less costly temporary or makeshift quarters could be adapted for school use. I say "popular" because the so-called palaces are always related to the taxes we pay. One begins to wonder if school administrators, architects and parents are also taxpayers since they are supposed to be so anxious to be wasteful with our money.

Let me quote from an article of last September: "A particular group of educators, styled liberal or modern, and including many school superintendents and school principals, is determined to build luxury schools regardless both of the country's tragic classroom shortage and of insufferable taxes. This group is flourishing on school tax money in every region of the United States today and is preying on school boards in thousands of communities."

Reading further into the article the author refers to Dr. Cocking as the "distinguished authority" who says: "Too much building is being done on the basis of out-of-date know-how, hunches, prejudices and sheer lack of information." This statement is used to support the writer's contention that school buildings are not sufficiently economical. Conversation with Dr. Cocking has proved this contention to be untrue. Perhaps the author would do well to include some further statements of Dr. Cocking in *School Executive*, if the reader is to receive an unbiased viewpoint:

"The present cost consciousness with respect to school buildings has created a climate of opinion in thousands of communities that is impeding the construction of superior quality buildings. Today's children and tomorrow's are the ones who suffer.

"Such a climate of opinion must be changed. Boards of education, school administrators and architects have a special leadership responsibility to make sure that each new school building is the best that can be designed and constructed."

Another writer of considerable fame suggests in a recent magazine article that "the swimming hole built by the beavers, not the taxpayers," is a partial solution to the recreation problem. I wonder if she has explored the statistics as to the number of lives lost in swimming holes as compared with those lost in swimming pools.

IN VIEW OF THESE EVER-PRESENT CONsistent attacks on our public schools it is perhaps time for us to study our poli-

cies and recommendations in respect to schoolhouse construction. By doing so, we will have an opportunity to review and evaluate the school buildings with which we have recently been associated in planning, building and seeing in use by children of this State.

To simplify the problem of economy, I have broken it down into four subtitles:

1. **Economy in space**
2. **Economy in design**
3. **Economy in materials**
4. **Economy in maintenance**

Almost all of the subjects which I will discuss under these subtitles are interrelated and have an effect on one another. I believe that for a truly economical school there must be some compromise particularly where long-term maintenance considerations are affected by the type or quality of building the community wishes to provide.

1. Economy in Space

In discussing the first economy — that of space — I have no intention of encroaching on the educators' field. Whether or not the combinations of spaces suggested are desirable is up to the individual community, educational philosophy and program to be offered. There can be no doubt, however, that there will be savings in multipurpose spaces such as cafeteria-assembly rooms, cafeteria-study halls, cafeteria-music rooms and the less desirable play-assembly and play-cafeteria rooms.

Folding partitions and folding doors have made possible a combination of physical education spaces for competitive sports, stages for music rooms and the division of large cafeterias for smaller group instruction. A conference room or principal's office can double as the board of education room and one waiting room may serve the guidance and health facilities. We also find it possible to have corridorless schools and schools where the foyers double as commons areas.

Practically all public school buildings and/or sites can be community used. Enlarged hardtop parking areas for community use can be designed to serve as wet weather play courts for the children. The addition of adult education storage areas within the building can promote economical use of student facilities for extensive adult education programs. Auditoriums, gymnasiums and cafeterias can be opened for adult activities. No school building supported by public funds should be designed without some multiuse space — which although possibly a programming problem for the administration — is an economy measure in the disbursement of tax moneys.

2. Economy in Design

In economy of design I refer mainly to types of construction and detailing, techniques of building and mechanical features. This phase of economy is practically exclusively the architects' and engineers' domain. Some building practices are surprisingly local in nature and peculiar to an area. The economy-minded architect will choose materials and methods readily available in and familiar to the project area. He limits the variety of materials and trades to a reasonable minimum. Special detailing, intricate and unfamiliar use and assembly of materials are costly.

Preassembled and prefabricated parts are now commonplace and readily available as evidenced by window walls, wall panels, floor and roof planks, bar joists and cabinet work, to name but a few. Roof construction can be left exposed in large areas such as indoor physical education spaces and industrial arts shops. Hung or false ceilings would obviously add to the cost. Complicated wardrobe and locker arrangements can be replaced by simple, inexpensive hook strips and shelves.

Stage lighting and equipment can be simplified to serve the specific need following the austerity of the summer theater. School cafeteria-kitchens planned with utilitarian

equipment can offer excellent lunches — the length and cost of the counter does not necessarily determine the quality and popularity of the food.

Fire-resistive, semifire-resistive or nonfire resistive type of construction may have a considerable influence on initial cost and will also affect fire insurance rates — an important long-term consideration. Slab on earth construction ordinarily results in economy and, if planned with skill and ingenuity, need not result in service difficulties.

3. Economy in Materials

I have related economy in materials to finishes. In recent years there has been a general trend toward exposing construction materials and eliminating applied finishes, for example: exposed concrete block and brick in lieu of a plaster finish, exposed beams and columns and elimination of surface covering of lath and plaster and tile. Although a few years ago such practices seemed to result in substantial savings, it was soon generally found by the contractors that more perfect construction materials and more experienced mechanics were necessary to execute the work in an acceptable manner. There are frequent instances where alternates calling for the covering of the exposed work have resulted in no extra construction cost. The public, however, has come to accept exposed construction and it is often used instead of the more traditional methods because of a new esthetic preference.

Savings in finish materials can be realized by substitution of cheaper materials for a traditional finish such as tile. There are enamel spray glazes, fabric and plastic wall coverings which are readily available to reduce maintenance on wainscoting subject to hard use. The trade magazines are constantly promoting new economical materials — many untried over the time necessary to prove their worth — these materials are subject to continual scrutiny by architects and engineers so that those suitable for school building use can be incorporated in the plans.

4. Economy in Maintenance

Economy in maintenance is an area in which many of the previously discussed savings have the greatest difficulty in holding a valid competitive position. Unfortunately, cheap things in almost every field have the least durability — and the dollar value of maintenance should be a long-term consideration. Those officials responsible for other public facilities are well aware of this fact and there is no criticism in using good materials in public parks, public buildings, institutional buildings, public transportation facilities and even zoos.

True, the initial bond issue can be reduced by cheap materials and finishes, cheap hardware, cheap roads and walks but the tax rate will be increased by the additional maintenance services, additional replacement and in some instances, additional insurance. How many times can one repaint a surface before a durable integrally finished material pays for itself? This is a question that an experienced superintendent of buildings and grounds has no hesitation in answering — better materials reduce the maintenance staff and therefore the long-term school budget.

NOW, HAVING EXPLORED FOUR TYPES of economy, how do our public schools stand up? I have inspected many of them and I would say that the majority pass the test of good, long-range economy very well. There are also a few of the extremes — some very cheaply built and a small number of a monumental nature. All of these buildings of a monumental nature with which I am familiar are good buildings which the communities insisted on having in an open referendum and are now proud of.

What about the complaints of the school critics that schools are costing more than ever before? That is not difficult to explain: We know everything else costs more and our recommended educational facilities and programs have improved and expanded. The holding power is also keeping children in school to a later age than ever before — therefore, more education, more building and more cost.

The School Administrator makes an interesting comparison: "School building costs are 2½ times what they were 20 years ago — general building costs are 3 times what they were 20 years ago."

And school sites — they are costing more to buy and develop. True, and justifiably so. There is little if any available acreage left in some districts and land is more valuable now than ever before. Development costs are often necessarily expensive because the only sites of sufficient acreage still available are not ideal building sites and require excessive drainage, fill and landscaping to make them usable. Every year we also have more cars and buses to contend with. No one is surprised to hear that a mile of superhighway costs a million dollars but some become indignant at the cost of blacktop necessary for 400 cars and heavy duty access roads for buses and service.

Then, these critics have a suggested cure-all — what about prefabs and stock plan schools? Quoting from the same recent article: "Available in most localities are prefabricated schools or schools consisting mostly of prefabricated parts in many materials — wood, laminated wood, aluminum, steel — and include portable classrooms to meet emergency school enrollments. Any economy-minded school board may make a choice of one of these when hard pressed for classroom shortage." A number of prefabrication concerns have consulted us to make their packages available to communities in our State. They have been cooperative in meeting our standards of education, health and safety and have been commissioned by local school boards to construct new school buildings. To date, these prefab packages have cost as much as conventional buildings and take as long to build. For example, a recent K-6 prefab school for 135 pupils costs $19.50 per square foot. Our median for K-6 schools during this same period was $18.97 per square foot.

It may be that in time school buildings, consisting primarily of preassembled or prefabricated parts, will have a real advantage in cost and in construction time.

It is pertinent to the question of costs to point out that the increase in school tax rates can be attributed only in a small degree to the cost of new school buildings. If you will examine the cost studies of a number of new buildings in the State, as we frequently have occasion to do, you will note that, on the average, the debt service for a new building represents only a small part of the increase in the total tax rate. Most of the increased tax rate goes for current expenses. This matter cannot be too strongly stressed in the presentation of a bond issue to the people.

Speaking of taxes, Admiral Rickover, Chief of the Naval Reactors Branch for the Atomic Energy Commission, in a recent nationwide interview emphasized that Russia is spending about 8 percent of the national income on education, compared with about 3 percent in the United States.

I THINK THE ADMINISTRATORS, ARCHITECTS, school boards and all of us collectively — the taxpayers — are not sheep to be hoodwinked into high maintenance costs and limited education facilities by following the inexperienced self-styled authorities on school construction who quote a "recognized school authority" on one subject and then sandwich in half truths. I think the time has come when we must defend our fine new school buildings. I also think the criticisms of our

informed taxpayers will not lie in the good schools but rather in the schools where the philosophy of building has been fadism and a combination of purely exotic ideas and trends. It would be a step backward if we had to make our schools look cheap to make the public think they were inexpensive. In the long-term budget it costs the taxpayer more to pay for a cheap building than it costs to support a good building.

Appointments Approved

Two reappointments and two appointments to the School Health Services Council were approved by the Board of Regents at its January meeting. Reappointed were George J. Righter, Albany, and David G. Salten, Long Beach, each for a term of five years beginning March 1, 1958. New members appointed, in accordance with an amendment to the Regents Rules enlarging the council from 9 to 11 members, were J. Lee Carrel, Tonawanda, for a term of four years beginning March 1, 1958, and Henry E. Quick, Owego, for a term of five years, beginning March 1, 1958.

Superintendent Sears Dies

Clinton T. Sears of Honeoye, superintendent of schools of the first supervisory district, Ontario County, since 1936, died January 19. He had taught in rural schools and served as principal in high schools at Andes, Hemlock, Aurora and North Collins before his appointment as district superintendent. He was graduated from Albany State Teachers College with a bachelor of science degree and also studied at the University of Buffalo and the University of Rochester.

Bond Issues Approved

The Board of Regents took favorable action at its meeting January 24 on two bond issues totaling $5,107,000 for constructing new schools.

According to the Local Finance Law, the Regents must approve propositions for bond issues for school improvements in districts where the cost would bring the bonded indebtedness above 10 percent of the district's real property value. The State Constitution, as well as the Local Finance Law, requires the consent of the Regents in the case of city school districts.

The issues approved include the following:

City School District of the City of Watertown, Jefferson County, an issue of $1,315,000 to construct three elementary schools (consent granted pursuant to State Constitution and Local Finance Law)

Locust Grove-Syosset-Woodbury Central School District, Town of Oyster Bay, Nassau County, an issue of $3,792,000 for school construction program

Fellowship Available

A $1,500 Katherine Wyckoff Harris Fellowship is available at the College of Home Economics, Cornell University, to candidates for advanced degrees who are majoring or minoring in home economics fields. The award will be made on the basis of academic record, successful experience in institution management and potential contribution to the field of dietetics. Preference will be given to a qualified candidate whose major interest is institution management. Application should be made immediately through the office of the Graduate School, Edmund-Ezra Day Hall, Cornell University, Ithaca.

Cape May Warbler

THE LATE LOUIS AGASSIZ FUERTES, one of the country's most renowned bird artists, left a wealth of record drawings and paintings of birds of many lands. A collection of some of these original works of art will be on display in the New York State Museum in Albany from April 1 to July 1. Many of these sketches, in pencil and in watercolor, were never shown to the public until their recent "rediscovery" in the safe of the American Museum of Natural History at New York City. Mr. Fuertes' illustrated Birds of New York, *a two-volume set of books published by the State Museum in 1910–1914. One hundred and six color plates were included in these books and the original Fuertes' paintings, from which the color reproductions were made, are on permanent exhibition in the State Museum.*

Rose-Breasted Grosbeak

SCHOOL VISITS TO ALBANY

IN THE SPRING, MANY SCHOOLS THROUGHOUT THE STATE plan a trip to Albany to visit the New York State Museum and other points of interest in the Albany area. Since the influx of school classes is extremely heavy at this time, it is important to make arrangements well in advance of the proposed trip. The accompanying table will assist school officials in making their plans.

Tour Services Available to Classes and Groups Visiting Albany Area

NAME AND ADDRESS	MAXIMUM GROUP SIZE	PERSON TO CONTACT	FREE SERVICE
State Capitol Albany 1	150	Frank C. O'Connor, bldg. supt. (at least 1 week in advance) Alb. 3-5511, ext. 705	Hour's sightseeing tour led by building guards, including Governor's Room, Flag Room, Senate and Assembly Chambers, Million Dollar Staircase etc. Free Guide Leaflet. 9–4 Mon.-Fri.; Memorial Day to Labor Day, 10–4, Saturdays, Sundays and holidays.
State Office Building Albany 1	100	George W. Churchill, bldg. supt. (at least 1 week in advance) Alb. 3-5511, ext. 340	Two elevators to Observation Tower on 31st floor. Open only in good weather and on school days from 9–11; 2–4. Maximum of 15 persons per elevator and 100 in tower.
State Museum Albany 1	90	Ruth Rubin, museum educ. supvr. (at least 2 weeks in advance) Alb. 62-2641, ext. 362	Ten-minute introductory talks or one-hour educational tours on plants and animals, rocks and minerals, fossils and Indian life of New York State. Tours planned individually with teachers to include related exhibits in two or three of the Museum halls. Free leaflets for teachers. 9–5, Mon.–Fri.
State Library Albany 1	50*	Mary S. Lindsey, asst. lib., General Reference Library (at least 2 weeks in advance) Alb. 62-2641, ext. 267	Short talks in Rotunda by Library staff members. Only small special groups of 15–20 persons, such as library clubs, are usually admitted to the reading rooms. Half-hour program. 8:30–5 Mon.–Fri.
State Education Building (other than Museum) Albany 1	30	Richard H. Davis, bldg. supt. (at least 2 weeks in advance) Alb. 62-2641, ext. 371	Half-hour sightseeing tour led by building guard, including Regents Room, Print Shop and Chancellors Hall, if they are open at the time, and the Rotunda of the State Library. 9–5 Mon.–Fri.
Albany Institute of History and Art 125 Washington Ave., Albany 10	60	Ruth E. Funk, educ. dir. (at least 1 week in advance) Alb. 3-4478	One-hour general tour of oldest museum in New York State and second oldest in the country. Includes Albany collections of paintings, silver, furniture and other decorative arts from time of settlement to present. Also contemporary shows on painting and sculpture. Special school programs on Ancient Egypt, Greece, Rome, Colonial Times, Netherlands, Japan, China, Mexico and South America. Supplemented with film strips or movies. 10–4:45 Tues.–Fri.
Schuyler Mansion Clinton and Catharine Sts., Albany 2	50	Clarence Gregg, caretaker (at least 2 weeks in advance) Alb. 3-2577	Half-hour tour of period historic home furnished in the Revolutionary period. Free guide booklet to State historic sites available to teachers. 9–5 Mon.–Sat.; Sun. 1–5.
Fort Crailo Riverside Ave., Rensselaer	50	James Douty, caretaker (at least 2 weeks in advance) Alb. 3-8738	Half-hour tour of periodic historic home furnished in the Dutch Colonial period. Free guide booklet to State historic sites available to teachers. 9–5 Mon.–Sat.; Sun. 1–5.

* The State Library will accommodate large groups any size any time to see exhibits in the Rotunda, but special talks by members of Library staff and visits to special reading rooms by groups should be arranged in advance. Instruction and research for college preparatory students will be given to groups of 15–20, if the group is accompanied by a teacher or librarian. Please arrange 2 weeks in advance and give a choice of dates.

Teachers of Blind Children Confer

A ONE-DAY WORKSHOP FOR TEACHERS working with blind children being educated with sighted children, the first of its kind in this State, was held at the State School for the Blind in Batavia on Thursday, January 9, 1958. The workshop was sponsored jointly by the Bureau for Handicapped Children, Division of Pupil Personnel Services, State Education Department, and the Department's State School for the Blind. Thirty-five participants from public school systems throughout the State attended the all-day session.

Serving as consultants were Mrs. Leona Robinson and Mrs. Elsa Proud, two of several teachers employed by the Nassau County Vocational Education and Extension Board to bring itinerant teacher service to blind children attending the public schools of Nassau County; Jeanne Kenmore, educational consultant, American Foundation for the Blind, New York City; Harry Spar, assistant director, Industrial Home for the Blind, Brooklyn; Elizabeth Maloney, director of the Industrial Home's Service Bureau for Blind Children, and Eber L. Palmer, superintendent of the State School for the Blind.

Representing the Bureau for Handicapped Children were Dr. Anthony J. Pelone, Chief, who served as chairman of the meeting and moderator of the panel discussion, and Ray F. Simches, Jack M. Staehle and Dr. Erbert F. Cicenia, associates in the bureau.

Because of the increasing recognition of the need of auxiliary services, particularly those involving social casework to supplement instructional services, the role of the private agencies for the blind in meeting these needs were discussed by Mr. Spar and Miss Maloney. The Industrial Home for the Blind pioneered itinerant teaching service in Nassau and Suffolk Counties prior to transfer of the program to the public schools' jurisdiction. The Nassau County Vocational Education and Extension Board took over the program in September 1955 employing one teacher who serviced eight children. Today 100 blind children are being served by 10 itinerant teachers in the schools of Nassau and Suffolk Counties.

The workshop discussions centered primarily around instructional problems confronting teachers working with blind children in classes with sighted children. In view of the considerable experience the consultants had in integrated programs in the Long Island area, they were able to render considerable assistance based upon their experience in dealing with specific learning and adjustment problems of blind children.

Mental Retardation Institute Held

CHARLES D. BECKER, ASSOCIATE IN EDUCATION of mentally retarded, Bureau for Handicapped Children, represented the Department at the Training Institute on Mental Retardation held at the New York Medical College, New York City, January

20–24. He spoke at one of the general sessions and discussed the role of the State Education Department in bringing educational services to children who are mentally retarded.

The institute, the first of its kind, was sponsored jointly by the New York State Interdepartmental Health Resources Board and the New York State Department of Health. Registration was restricted to 55 and included public health physicians, public health nurses, medical social workers, child welfare workers, school supervisory and administrative personnel and community health agency personnel. Invitations to local agencies were issued through the State Departments of Health, Education, Social Welfare and Mental Hygiene.

The week-long institute placed emphasis on medical, psychiatric, psychological, social, dental and educational problems related to mental retardation. Participants representing the several disciplines discussed methods of diagnosis, treatment and utilization of resources in providing more realistically for the needs of children who are mentally retarded.

U. S. Savings Stamps

About six million school children in the United States have available to them the U. S. Treasury Department School Savings Program, according to Dr. Edwin R. Van Kleeck, Assistant Commissioner for Pupil Personnel Services and Adult Education, who is chairman of the Treasury Department State School Advisory Committee. The students purchased 150 million United States Savings Stamps during the last school year or about $18 million worth, he said. This was an increase of nearly 6 percent from 1955–56.

Commissioner Allen has fully endorsed the value of the School Savings Program.

State ASCD To Meet

The New York State Association for Supervision and Curriculum Development will hold its ninth annual conference at the Hotel Syracuse, Syracuse, April 27–29. There will be a preconference clinic for new supervisors and curriculum directors on Saturday afternoon, April 26. The theme is "The Curriculum Is People."

Dr. Francis Keppel, dean of the School of Education of Harvard University, will keynote the conference. Dr. Leland Bradford, director of the National Training Laboratory of the National Education Association, will further set the stage for the study-discussion groups on Monday morning. The banquet speaker on Monday evening will be Dr. John Ivey, vice chancellor of New York University.

The closing session, the last half of Tuesday morning, will include as members of a panel: Dr. Virgil Rogers, dean of the School of Education of Syracuse University; Walter Crewson, Associate Commissioner of Education, State Education Department; Mrs. Lillian Brooks, director of elementary education, Rochester Public Schools, and Dr. Gordon Mackenzie, head of curriculum and teaching, Columbia University.

The program committee is headed by Bernard Kinsella, president of the association and principal of Allen Creek School, Rochester; Dr. Grace Gates, president-elect, who is elementary coordinator at the Clarence Central Schools, and Dr. Joseph Leese, vice president, who is a professor at State University College for Teachers at Albany.

Regent Holtzmann Honored

Regent Jacob L. Holtzmann received an honorary degree of doctor of laws from Long Island University at a convocation marking the university's 31st year in November.

DEW-Line's Functions Described

By
RAYMOND R. HUNTER
Coordinator, Civil Defense

INSIDE A SNOW-COVERED, DOME-SHAPED building at the very edge of the Arctic Circle, a young man sits at the controls of a radar set, patiently watching its screen for the telltale blips which might mean the approach of enemy aircraft. A little more than a year ago this airman was a pupil in one of the central schools of New York State. Today he is one of our most important sentinels in a chain of outposts strategically placed across the frozen north.

The construction of this distant warning system was in itself a miracle in engineering. The frozen tundra, adverse and unpredictable weather, subzero temperatures — all had to be conquered before radar bases could be established there. Today, however, this warning system is a reality, construction having been completed during the summer of 1957. It is most appropriately called the DEW (Distant Early Warning) Line. Its sole function is to provide us with a warning of an impending air attack at the earliest possible moment.

How can we who are concerned with the protection and welfare of pupils make the most efficient use of this warning time which may be transmitted to us? Since the amount of warning time may vary, there seems to be a need for each school district to establish *two basic plans of operation*. The first, the school shelter plan, already in operation in existing school buildings, is one upon which school administrators will rely whenever the warning time is too brief to permit pupils to go home.

The second, or "GO HOME" plan, is one to be placed in operation when the warning time is of sufficient duration (approximately two hours or more) to permit pupils to reach home safely before attack occurs. There seems to be common agreement that pupils will be safer at home than at school during the attack. Certainly families will face the disaster with greater stability if they are united.

A number of readers will question the advisability of continuing to plan against an attack by enemy aircraft. "Missiles are now the weapon most to be feared," they may say. On October 8, 1957, in a discussion of the international situation, Paul C. McGrath, Deputy Director of Intelligence for the Federal Civil Defense Administration, said: "Of course, for some years to come high performance intercontinental aircraft such as the Soviet equivalents of the American B-52 and B-47 jet bombers will be able to do a far more reliable job with nuclear weapons than could be done by any kind of long-range missile."

Also in an October 1957 release, Lieutenant General C. R. Huebner, U. S. A. (Ret.), Director of the New York State Civil Defense Commission, stated, "While the possibility of an attack without warning cannot be precluded, each local plan for operation must have as its basis the receipt and the utilization of warning time." While Russia has made considerable progress with missile development, evidence indicates that considerable time must elapse before she or any major nation will have a supply of missiles in operational readiness to launch a major, offensive attack.

Plan I — Shelter at School

Air raid shelter drills as a part of a modern civil defense planning have been a requirement in the public and nonpublic schools of New York State since 1950. Pupils and school staffs have accepted them as part of school routine for emergency preparedness. Having been timely and carefully introduced, they stand as a protection against the threats of physical injury. Moreover, their rehearsal at frequent intervals is certain to provide greater emotional stability in a disaster. Schools generally afford poor shelter areas. However, strong central corridors and other areas which provide solid walls and a minimum of window space do afford a much higher degree of protection than is to be found in the classrooms. In the event that warning time does not permit pupils and staff to go home before an attack occurs, shelter must be found within the school building.

Plan II — Shelter at Home

With the completion of our radar warning nets and the installation of fast, modern communication equipment in strategic locations throughout New York State, the possibility of an early warning of an enemy air attack has been heightened. When warning time permits, pupils and staff members at school should be immediately sent home. Every moment counts! The task must be accomplished in a minimum of time. For this reason the New York State Civil Defense Commission has suggested that schools plan and rehearse "GO HOME" exercises. The order to dismiss schools upon receipt of attack warning will, in all probability, be given to school officials by the local Director of Civil Defense. Civil Defense Directors will be advised of the amount of time between warning and attack when the initial warning is first relayed to them through the National Air Warning System.

The factors which affect the transportation of pupils to and from school are many and varied and the problem of establishing a fast and orderly "GO HOME" procedure during the middle of the school day is certain to be complex in many districts. There are no precedents and no statewide procedures which are applicable. Just as fire drills are planned and executed according to staff and facilities of each school building, so must "GO HOME" exercises be individually planned within each school district. Whereas some districts may consume as little as 30 minutes for this procedure, others may require as long as two hours. The Director of Civil Defense, however, cannot make an effective choice between shelter at school or shelter and security at home until he has been advised by school authorities of the time which will be required by every school district in his area to execute a "GO HOME" drill. This period of time can perhaps be shortened as drills are repeated and refined. Such drills will require careful planning and proper coordination between the civil defense director, school administrators, teachers and other members of the school staff.

Meet with Civil Defense Director

In all school districts where "GO HOME" drills are contemplated, it is suggested that representatives of the school staff meet with the civil defense director and his staff to review plans *before the first drill is attempted.* It must be borne in mind that the civil defense plan of operation in any locality is the responsibility of the civil defense director and operational procedures established by school districts must of necessity be a coordinated part of that plan. Meeting with the defense director affords school administrators the opportunity to receive direct information relative to methods by which warnings will be

relayed to school authorities and the proper use of warning time. It also insures coordination of civil defense operations at the local level.

The attack which follows a warning from the north will be disastrous, indeed! Let us place our most valuable resources in the safest shelters.

Civil Defense College Course Started

THE FIRST OFF-CAMPUS CIVIL DEFENSE course offering college credit for teachers in New York State began February 5 at White Plains High School. Dr. Sidney B. Birnbach, principal of the High School of Commerce in Yonkers, is the instructor. He is one of our most competent school civil defense coordinators and is well qualified to assume leadership in this new course for teachers and school administrators. Dr. Birnbach was perhaps the first civil defense coordinator to organize and train school first aid, rescue and fire teams using high school pupils as team members.

The course at the White Plains High School is offered by New York University's Center for Safety Education and will carry two points of credit for all who complete it. It has been designed to assist teachers and other school personnel in planning, developing and sustaining immediate and long-range civil defense programs for schools. Special attention will be given to the inclusion of numerous ways in which it is possible to teach civil defense concepts, within the framework of the school curriculum.

The presentation is to be made through the use of illustrated lectures, films, class discussions and the use of resource people from County and State Civil Defense Headquarters. Major topics include The Need for Civil Defense Planning; National, State and Local Civil Defense Structures; Civil Defense Responsibilities of School Personnel; Civil Defense Education in the Elementary and Secondary Grades; Films and Publications for Teacher Use, and Instructing Pupils in Survival Behavior.

Both Dr. Birnbach and Dr. Walter Cutter, director of New York University's Center for Safety Education, are to be commended for their initiative and leadership in making it possible for teachers and administrators to receive training in this new and vital area of education.

School Business Meeting

The New York State Association of School Business Officials will hold its 10th annual convention at the Hotel Syracuse on May 11–14. The formal convention program will open Monday, May 12, with an address by Howard Kingsbury Smith, foreign correspondent and news analyst. Panel discussions have been arranged to cover: Marketing School District Bonds, Economies in School Construction, Personnel Management, Marshaling Public Support for the Total School Program and the Qualifications and Responsibilities of the School Building Superintendent.

Other features of the convention are the "cracker barrel" sessions, where business officials are divided according to types of school districts to discuss common problems and a summary of new legislation, which is conducted annually by Dr. John P. Jehu, Director of the Division of Law, State Education Department.

President of the association is Dr. Ridgley M. Bogg, assistant superintendent for business affairs, Great Neck schools.

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to procure amusing films for the annual staff children's Christmas party or giving advice on one of his favorite subjects, high fidelity.

Always a great lover of music (partial to compositions of Berlioz and Haydn), he has put together his own hi-fi components at home and has a fine collection of recordings. He is an ardent reader, particularly fond of historical novels, and is also a fan of science fiction and detective and mystery stories. A favorite recording, a new book and a fine pipe (he has a collection of these) combine to produce a perfect evening for Paul. Incidently, he has written a pamphlet, as yet unpublished, called "Pipesmoker's Handbook," on the care and selection of pipes.

Paul's hometown is Schenectady, where he attended elementary and high school and later was graduated from Union College with a bachelor of arts degree. A serious student, he was affectionately known by fellow classmates as "the philosopher." He received his master's degree from Albany State Teachers College and completed his doctorate at New York University. He accomplished the latter through a rigorous schedule of commuting from Albany to New York for classes on Friday evenings and Saturdays.

He holds membership in several honor fraternities, has headed or served on numerous committees for curriculum studies and visual instruction programs, and during World War II worked with the Intelligence Section of the U. S. Army in collecting visual materials that would assist in the war effort.

Still living in Schenectady, Paul is married to Margaret Wilson of Jamestown, whom he met when she came to Schenectady to teach mathematics in the secondary schools there.

In addition to his background in education, as a student, a teacher and now an Education Department staff member and consultant, he used to work summers as a carpenter's assistant and a mechanic's assistant while finishing college, and was once part owner of a gas station and confectionery store. He also was intensely interested in skiing, skating and hunting both as a student and during his years as a teacher.

A lively, friendly individual, Paul Williams is a spirited supporter of the principles of audiovisual education. He is a careful and competent analyst of new developments and is always aware and appreciative of the changes and growth in the audiovisual field.

PAUL T. WILLIAMS

One of a series of personality sketches of State Education Department staff members

As a teacher of history before he came to the Education Department, Paul Williams was early interested in the effectiveness of visual aids in stimulating the teaching-learning process. "Most children understand better what they can see." He was writing articles on this subject while teaching social studies in various high schools including Cape Vincent, Schenectady and Ballston Spa. Then a notice of a vacancy in the Bureau of Visual Instruction, State Education Department, and a meeting with the late Ward C. Bowen, then Chief of the Bureau, in connection with a teacher committee on visual aids, resulted in an appointment as education supervisor in this field in 1936.

Paul T. Williams

He recalls his first experiences visiting schools and his gratitude for the assistance given him by Dr. Harrison H. Van Cott, former Director of the Division of Secondary Education, during this "breaking-in" period. Paul has traveled throughout the State helping school administrators initiate or improve programs of audiovisual instruction and offering suggestions to classroom teachers on the use of audiovisual tools. He organizes and conducts workshops for groups of educators, gives demonstrations of audiovisual materials, reviews films and filmstrips and prepares lists of these for Department publications. In addition, he is working in cooperation with the Department's Instructional Television Unit on the evolution of programs and the teacher utilization of television and thinks this latest tool of audiovisual instruction has tremendous potentialities.

Paul is enthusiastic about his work, both because he firmly believes in its value as a part of the whole educational picture, and because, as he explains, he so thoroughly enjoys his associations with his colleagues in the Department as well as with those in the field. It would be difficult to find anyone more willing to help others, whether by explaining the use of audiovisual materials, assisting Department staff personnel

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